

National Parent-Teacher

THE P.T.A. MAGAZINE

June 1959

In This Issue

Talent Hunt—With
175,000,000 Winners

The Rediscovery of the
Private Self

Modern Moms Are
Party-Wise



Objects of the National Congress of Parents and Teachers

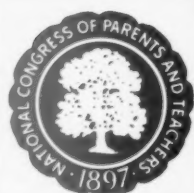
To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



Membership
of the National
Congress
of Parents and
Teachers, as of
April 15, 1959, is
11,516,905

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Alaska.....	11,319	Louisiana.....	108,962	Pennsylvania.....	569,860
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Georgia.....	253,351	Nevada.....	23,426	West Virginia.....	113,995
Hawaii.....	81,934	New Hampshire.....	26,363	Wisconsin.....	143,139
Idaho.....	52,130	New Jersey.....	454,270	Wyoming.....	15,638
Illinois.....	684,323	New Mexico.....	45,174	Unorganized areas....	12,739
Indiana.....	254,384	New York.....	525,793		
Iowa.....	153,388	North Carolina.....	358,936		
Kansas.....	198,856	North Dakota.....	46,256		
		Ohio.....	725,435		
		Oklahoma.....	178,587		
				Total.....	11,516,905

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9-59

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National Parent-Teacher

VOLUME 53 NUMBER 10

THE P.T.A. MAGAZINE



700 NORTH RUSH STREET • CHICAGO 11 • ILLINOIS

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National Parent-Teacher: The P.T.A. Magazine is the official magazine of the National Congress of Parents and Teachers. All officers and directors are members of the Board of Managers of the National Congress. The directory of the Congress will be found on the inside back cover.

Editorial Office

700 North Rush Street, Chicago 11, Illinois

The magazine is not responsible for loss or injury to manuscript or art material while in its possession or in transit.

Subscription Office

700 North Rush Street, Chicago 11, Illinois
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Rates

\$1.50 a year—U.S. and possessions
\$1.75 a year—Canada
\$2.00 a year—Other countries
Single copy—U.S. and possessions, 25 cents
Single copy—Other countries, 35 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

The National Parent-Teacher is listed in the Education Index and the Readers' Guide to Periodical Literature.

Published monthly, September through June, by The National Parent-Teacher.

Entered as second-class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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State congress conventions are as welcome a sign of spring as sunlit showers and buds bursting out on the trees. Here, at the Wisconsin Congress convention in Eau Claire last April, are Mrs. James C. Parker, national president, Mrs. William A. Hastings, past national president and an honored citizen of the state, and Mrs. James Lohr, president of the Wisconsin Congress. Delegates will long remember this golden jubilee convention and the addresses of these distinguished P.T.A. leaders.



Prologue to an Action Program

In the months to come P.T.A.'s everywhere will be carrying out the new National Congress Action Program, based on the administration theme, "Strengthening the Home, Source of Our Nation's Greatness." Published in booklet form, the Action Program was released recently at our national convention in Denver. The "President's Message" that follows is taken from Mrs. Parker's stirring prologue to this guide, which is designed to help parent-teacher associations meet the challenge of the administration theme.

WHEN WE SPEAK OF THE HOME as the source of our nation's greatness, we state a simple, undeniable fact. Where but in the home are the unique qualities of each individual first recognized and fostered? Without homes in which democratic values and responsibilities are learned and lived, the nation falters and lags. The wellsprings of the nation's virtues, of its moral and intellectual excellence, are its homes.

This is a program, then, to strengthen the home. But we cannot strengthen the home unless we first strengthen the men and women who are the creators and makers of homes. We cannot strengthen the home unless we also provide and strengthen the institutions necessary to sustain, safeguard, and supplement the home. Our attention, therefore, must focus also on schools, churches, libraries, museums, youth organizations, and health, safety, recreation, and social welfare services. Nor can we strengthen the home without being mindful of its environment. Homes may stand on the spacious, tree-lined streets of pleasant towns and suburbs, or in the narrow canyons of great cities, or in the noisome, smoke-laden areas on the other side of the tracks. For the sake of our homes we cannot neglect the betterment of our communities.

Surely, as we know, it would be equally disastrous to neglect our schools. Is there need for a new school? For a larger school budget to provide salaries that will attract and retain qualified teachers? Then the P.T.A. has to be in there pitching for the passage of a school bond issue and bigger appropriations. Is there need for a school crossing guard, a probation officer, a coordinator of a work experience program, more police protection? Do we lack nursery schools, kindergartens, a community college? Is the public health department short of staff? Do library services need to be expanded? Does the tax structure need to

be overhauled to provide more adequate financing for public services? Then the P.T.A. has work to do, for these needs and problems are P.T.A. business.

This is an Action Program concerned with prevention—with the prevention of whatever conditions and influences menace the well-being of children and youth and the adults responsible for their guidance. And prevention is largely a matter of education—parent education, teacher education, citizen education. The more we can learn about the conditions that promote sound growth, the more we can do to provide these conditions in our homes, schools, and communities.

No organization that doesn't respect, value, and uphold the individual human being, no matter how humanitarian its platform, can truly strengthen the home or the nation. Our program therefore begins with the individual, with a survey of his needs at various stages in the life cycle.

Some psychological needs of family members can be met only through a person-to-person relationship. They can be fulfilled only in the individual home through individual effort and insight. Here the P.T.A., through its broad parent education and other adult education programs, can help individuals to grow in the understanding and handling of interpersonal relations. Some of the needs must be met by institutions—schools and other agencies—created and maintained through cooperative effort. Here the P.T.A. can help by action to create, maintain, and improve the necessary institutions, agencies, and services.

This, then, is a twofold program. It is a take-home program for individual action in the home; it is a cooperative program for collective action in the community.

Finally, this is a program based on faith in people. We have faith in their desire and capacity to fulfill their individual responsibilities as parents, teachers, and citizens. We have faith in their willingness and ability to undertake common action for the common good.

Kaulla V. Parker

President, National Congress of Parents and Teachers



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TALENT HUNT— WITH

ONE WEEK THIS SPRING plain white envelopes bearing an Evanston, Illinois, postmark were delivered to 825 American homes scattered through every state and territory. Each was addressed not to the head of a family but to a boy or girl between fifteen and eighteen. And each brought a year of dogged striving and hoping-against-hope to a wonderful, joyous climax.

For within those ordinary-looking envelopes was the extraordinary news that these youngsters had won the most coveted of all teen-age awards, four-year National Merit Scholarships to the colleges of their choice.

During their undergraduate careers these brilliant students will receive nearly four million dollars in financial aid, contributed by more than eighty corporations, foundations, and individuals. But they will not be the only ones to benefit. For in the National Merit Scholarship Program the awarding of scholarships is but a means to an end. The real goal is to reduce and ultimately to eliminate our most tragic waste of human talent—the annual dropout from school of nearly half of our most gifted high school graduates.

Educators have long known that every year approximately two hundred thousand outstandingly bright youngsters, whose I.Q.'s put them in the top

quarter of their classes, have been drifting off to jobs that utilize only a fraction of their abilities. Some schoolmen have tried to tackle the problem locally through guidance counseling, honor societies, prize awards, and similar devices. Others have advocated a vast federally financed program of up to forty thousand scholarships a year as the only way to reduce this shocking loss of potential leaders in science, industry, education, and the arts. But when a nation-wide effort to save this wasted talent was finally launched, the initiative came not from government but from public-spirited private sources.

Private Enterprise, Public Interest

In the summer of 1955 a group of leading businessmen and educators formed the National Merit Scholarship Corporation, with John Stalnaker, former dean of students at Stanford University, as its president. Their plan: to run an annual competitive testing program in public, private, and parochial high schools, with hundreds of college scholarships as prizes. Their hope: to help not only the top winners but scores of thousands of other students by identifying and honoring the entire country's annual crop of brightest brains, thus convincing not only the students but their teachers and parents as well that the

ALBERT Q. MAISEL

175,000,000 WINNERS

To thousands of youngsters, a chance to develop their great gifts. To their country and the world, rich returns from a wise investment. That's what the National Merit Scholarship Program means.

future of these students lies in going on to college.

It was an ambitious and expensive scheme. But the Ford Foundation and the Carnegie Corporation backed it up with \$2,500,000 to cover operating costs for a ten-year period. The Ford Foundation put another \$18,000,000 into the kitty to finance between 200 and 400 scholarships annually for a decade. Twenty-three other business firms and foundations each added from one to 100 scholarships to the new Merit Corporation's pool. Thus in its first contest the program was able to offer 556 scholarships, worth more than \$2,780,000.

Since then some sixty additional scholarship sponsors have joined the plan, and the annual distribution of awards has nearly doubled. But the influence of the Merit program has zoomed out of all proportion to the growth of its scholarship funds. The number of contestants, for example, has shot upward from fifty-eight thousand in 1956 to almost half a million last year. And nearly seven hundred and fifty thousand high school juniors were registered for the fifth annual qualifying test, given in April at some fifteen thousand public, private, and parochial schools.

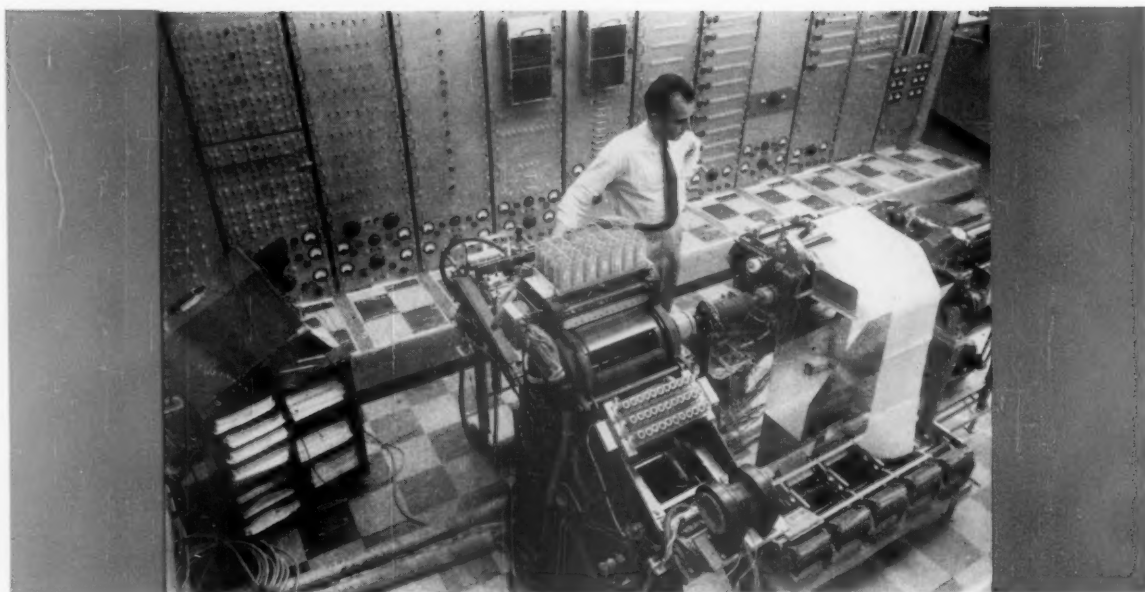
This army of ambitious teen-agers have puzzled their way through a forty-four-page series of examina-

tions. On special forms they have marked their choice of the most appropriate answers to more than three hundred tough questions in English, science, history, economics, and mathematics. Then these answer sheets were sent to the State University of Iowa, where a unique electronic brain will calculate individual scores at the rate of fifty thousand a day, and automatically print up five subratings and a composite score for every contestant.

Before the start of classes next fall test results for all the participants will be mailed to their schools. In October the names of the semifinalists—the highest scorers in each state and territory—will be announced. And in December this group will take a second series of tests, from which ten thousand brilliant scholars will emerge as finalists.

Sifting the Gifted

After that, a selection committee made up of high school guidance experts and college admissions deans will spend many days evaluating each finalist's high school grades and extracurricular activities before selecting the most outstanding as Merit scholars. Only at this point will Dr. Stalnaker and his staff turn to the confidential financial statements supplied by the parents of the finalists and decide how large a



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stipend each of the Merit scholars shall receive.

About 10 per cent of them, experience has shown, will require maximum awards of fifteen hundred dollars annually to make their attendance at college possible. In past years some winners have come from families whose small incomes have had to provide for eight, nine, or even ten other children. And in from thirty to fifty cases each year a working mother has been the sole family support.

Between 50 and 60 per cent of the top winners will require smaller amounts to make up the difference between what their parents can afford and the cost of tuition, books, fees, board, and travel. Merit scholarships will make it possible for these students to attend the colleges of their choice as dormitory residents rather than commute as day students to whatever institutions happen to be nearest their homes.

About one out of three, coming from families needing little or no financial aid, will receive the minimum stipend of one hundred dollars a year. But even their gain will be much more than merely honorary. For like all Merit scholars they will find themselves eagerly welcomed—and often solicited to attend—by the admissions officers of our finest and hardest-to-enter colleges and universities.

The phenomenal academic records racked up by earlier Merit scholars make it easy to understand why every college wants more of them. During their freshman year, for example, 82 per cent of the 1956 crop of 556 Merit winners ranked in the top quarter of their classes, with many in first or second place. And in dozens of colleges and universities one or more

Merit freshmen scored straight-A records in every one of their courses.

The same group did even better in its sophomore year, with 43 ranking first in their college classes and 23 more scoring second. About 15 per cent ranked in the top 1 per cent of their classes. And nearly two out of every three achieved sophomore grades that set them in the top tenth of their classes.

Pursuits of Excellent Students

Yet despite their outstanding scholarship these young men and women bear no resemblance to the conventional concept of the myopic egghead. Two thirds of them have won awards for extracurricular activities. Here are the records of just a few which I picked at random from Merit Corporation files: At Dickinson College, a Merit scholar played football and served as sports editor of the college handbook and staff member of the student newspaper. At M.I.T. another played on both the tennis and squash teams while tying for first place academically. In his freshman year at Dartmouth a Merit scholar won football and track numerals, sang with the glee club, debated in the forensic union, was elected chairman of his dorm and secretary-treasurer of the interdormitory council—and still managed to rank sixth in his class of 692. At Carleton College a Merit winner chalked up an A- average while making the swimming, cross-country, track, and wrestling teams, playing in the orchestra, and participating in the Math and Ski clubs. Similar reports of rounded achievement come from every college attended by Merit scholars.

◀ This gigantic and intricate electronic machine, especially designed and built for the Merit Program, scores each year's Merit examinations. The scoring machine is at the State University of Iowa.

Although its growing list of sponsors has already made the Merit Program the largest independent scholarship plan in the history of American education, it still can give financial aid to only one out of every twelve of the brilliant students who qualify as finalists each year. But by an ingenious device the ninety-two hundred "near winners" have been assured benefits almost as great as those of the Merit scholars themselves. For as soon as their identity has been determined they receive certificates of merit, and their names are published in a thick booklet, which is distributed to all accredited junior and senior colleges.

Since every finalist ranks in the top 1 or 2 per cent of all the high school seniors in his state, the inclusion of a boy's or girl's name in this list virtually guarantees acceptance by any college or university. Of the entire group of about 30,000 who in the last four years have reached the finals but have not been awarded Merit scholarships, 97 per cent have been able to go on to the colleges or universities of their choice.

So avidly have the colleges sought to tap the finalists' pool of outstanding prospective scholars that within the last two years the Merit Corporation has begun to identify an additional group of ten thousand who rate only slightly below the finalists in their test scores. Each of these is sent a letter of commendation and urged to develop his unusual promise. As with the finalists, the members of this "third circle" are discovering that the mere inclusion of a reference to their achievement in their high school records serves as an open sesame for college admission and often as the key to one or more offers of full or partial scholarships. All but 5 per cent have gone directly from high school to college, and substantially more than half have done so on scholarships.

Nor does the Merit Program's influence end here. Each of the more than fifteen thousand participating high schools receives a detailed report for every one of its students who takes the qualifying tests. Using these "profiles," which reveal the student's strength and weakness in comparison with other students across the nation, principals and guidance counselors are able to guide the college-bound toward a better choice of courses in their senior year in high school. In still other instances guidance counselors have used the Merit reports to convince doubting parents of their son's or daughter's ability to handle college work. Many schools have revised and strengthened

their curriculums after Merit test reports have shown that all their entrants were comparatively weak in a given study area.

Colleges have benefited from the Merit program, too—not only financially but also in the upgrading of the academic potential of their student bodies. With hundreds of thousands of students all taking the same Merit tests, admissions officers have gained a new source of contact with exceptionally bright youngsters who live outside the area from which most of their student body is usually drawn. This influx of gifted newcomers, with differing backgrounds and viewpoints, serves as a broadening stimulus to the entire college program.

These Dollars Don't Depreciate

For scholarship sponsors, the Merit Program likewise provides unusual advantages. With all the overhead covered by the Ford Foundation and Carnegie Corporation grants, every dollar the sponsors contribute goes directly to the aid of scholarship winners and the colleges they attend. Thus each sponsor, whether his program covers 100 scholarships or only one, pays the Merit Corporation only the direct cost of each four-year scholarship he underwrites.

Yet every sponsor can design his own scholarship plan within the scope of the over-all Merit Program. Many lump their contributions together and put them into the general pool without restriction. Others choose only those finalists who meet their special requirements. The one hundred scholarships financed each year by the Sears Foundation, for example, go to Merit finalists planning to enroll in small liberal arts colleges. The twenty-five Shell Merit scholarships are reserved for finalists who plan to become high school teachers of the physical sciences or of mathematics.

The ultimate beneficiaries of the Merit Program, of course, are all of us. For in the short space of five years this private effort—supported by public-spirited donors rather than by tax money grants—has markedly reduced the drop-out rate among gifted high school graduates and has helped thousands, directly and through its stimulus, to fit themselves for key roles in America's future. Small wonder indeed that Nathan M. Pusey, president of Harvard, calls the Merit Scholarship Program "the most promising of all contributions to higher education in the United States."

Albert Q. Maisel, a noted free-lance writer for many years, has recently written a series of articles on various important educational problems, including the financing of grade schools as well as colleges. Mr. Maisel points out with modest pride that he himself is the father of a Merit scholar, now a freshman at Radcliffe College.



At just about the time that older children go back to school in September, preschool youngsters will again be able to enjoy their favorite TV program—"Miss Frances'" *Ding Dong School*. It will be shown in 100 cities.

"Cake and capers" best describes some children's birthday parties we've all suffered through. But these can't hold a birthday candle to your child's party when you follow Miss Frances' few simple suggestions.

YOU'RE GIVING A BIRTHDAY PARTY for your little boy or girl? And the idea frightens you just a bit? Well, it needn't. Not only the child and his guests but you yourself can have a good time on the great occasion. All you need is to do some careful planning.

But first, how old is your child? If he's only one or two, better think twice before scheduling a birthday party. A child's first and second birthdays are not nearly so important to him as they are to you and his grandparents. He will probably show little appreciation for the beautifully decorated cake, nor will he understand why people give him presents. In fact, a party may frustrate rather than entertain him.

But if he is three or older he can really enjoy a party. He will look forward to it with much more awareness and understanding of what is about to happen. By this time he has heard many conversations about birthday parties. He may even have been a guest at one or more.

Here are a few suggestions to help you plan this first party of his very own:

The number of children invited should be small, for the more people there are around a young child, the more overstimulated or bewildered he is likely to become. One simple rule is to let your child's age determine the number of guests. If he is three, invite three children. If you invite their mothers too, you already have a group of eight, counting host and hostess (you). For his fourth birthday, invite four; for his fifth, five. Most five-year-olds, incidentally, go to birthday parties without their mothers. The mothers may bring and call for them, but the children are on their own at the party.

The length of any birthday celebration for young children has a great deal to do with its success. A luncheon, of course, takes longer than an afternoon party. A party that lasts approximately an hour usually works out best. (An hour may sound like a short time, but it will seem much longer to you when the festivities are actually going on.) Parties that are

Modern Moms

too long become very tiring for young children. However, children over six years of age may enjoy one that lasts even an hour and a half or two hours.

Whatever takes place at the party calls for detailed planning. Things will not go smoothly if you just say to yourself, "The children will have fun looking at the presents and playing. Then I'll serve refreshments." More specific plans are definitely required.

The first thing that happens will, of course, be the arrival of the small guests bearing gifts, which they will present to the birthday child—some proudly, some reluctantly.

The Present Crisis

After the little host has said "Thank you," both he and the other children will want to see what is in the packages. The presents may be opened as each child arrives, or they may be kept until all the guests have come. If your child waits until all are there and then opens the gifts one at a time, the guests will enjoy the fun along with him.

It may happen that your child will receive two presents that are alike or perhaps something that he already has. Should this occur, you can save everyone's feelings if you quickly say, "Good, now you have two." Your enthusiasm will redirect the children's thinking and will convey to them this fine idea of having not just one but two of something.

Before refreshments are served there should be two activities that have been planned in detail. One of them should be something each child can do individually at a table or sitting on the floor. Drawing a picture with crayons, putting a simple puzzle together, and making something from a dough mix are good for this purpose. So, in fact, is any kind of play that is creative but not messy or noisy. I say "not messy" because the children are usually dressed up for the occasion, and "not noisy" because noise tends to excite children already stimulated by the party.

Allow about ten minutes for this activity—and do



Are Party-Wise

© Underwood and Underwood

let the children take turns showing their productions to the whole group.

For the second activity let all the youngsters gather together on the rug and listen to you either read or tell them a story. It should be a new one that they understand you bought just for this day. And it should be carefully selected with an eye to keeping little listeners interested and calm. Not only does the storytelling relax and rest the children but they enjoy the feeling of doing something "all together." After you have finished the story, it becomes a common experience for all, something each child can talk about.

Refresher Course

When the story period is over it's time for refreshments. And as you know, many children think it's the refreshments that make the party! The food should be served at a table because young children just can't balance plates on their laps and eat at the same time without spilling.

The table should be attractively arranged but not cluttered with so many things that the children get confused, not knowing where to look first. If you

have a centerpiece it should be bold and large enough so that each child can see it from where he sits. If there are place cards make them large enough for the picture to be recognized. Print the names in big letters too.

Most children want ice cream and cake at a birthday party. A small portion of vanilla ice cream served in a dish or paper cup is best—vanilla flavor because some children may be allergic to other flavors, and paper cups because they are easy to manage. You know how ice cream has a way of slipping off a plate when a little youngster tries to maneuver it!

What about the cake—the climax of the festivities? Most parents want to have a birthday cake that is beautifully decorated and has candles on it. Young children, however, though they like to *look* at a pretty cake, usually don't care for thick, sweet frosting. Often they eat the cake and leave the frosting.

A very effective way to serve the traditional cake and ice cream is to provide individual unfrosted cupcakes instead of a single birthday cake. Split the small cakes down the middle, put the ice cream on top, and add a small birthday candle. Then each child will have the fun of blowing out the candle when his cake à la mode is placed before him. (In the interests of safety, the child's mother or some other adult should stay close by until he has accomplished this feat.) Additional refreshments, such as milk, candy, nuts, or popcorn, aren't necessary.

Door Prizes

When fun and food are finished, you may want the guests to take home a souvenir of the party. This should be something small and inexpensive, and durable enough to last at least a few days. A box of crayons, an inexpensive book, a small car, and a doll are just a few of the toys suitable for this purpose. Or you and your child may want to make something special for each guest to have as a remembrance.

Whatever you decide, wrap these small favors so that the children cannot see what the packages contain. Perhaps your child will want to make a design on the paper you use to wrap them. Keep them hidden until the party is almost over. As the children are getting ready to go home, the host gives a package to each one. By waiting until the end of the party you avoid any discussion that might arise because a child likes or dislikes what he has received. And going away from a party with an unopened package is a real treat for most children.

Keeping a birthday party simple, easygoing, and enjoyable takes, as you see, a considerable amount of forethought. But when it is over everyone will have the feeling that it was a fun party—guests, host, and above all the mother, who may reflect as she gathers up paper cups and wrappings, "Who said birthday parties are nightmares? This one went off like a dream!"

THE REDISCOVERY OF THE

**In the crowd that mills around us there are many voices;
in solitude, one. But that voice may be what we most
need to listen to if we are to be fully ourselves. What
are the values that come to fruition in solitude?**

PRIVATELY AND INFORMALLY I have been conducting an experiment. By a stretch of imagination it might almost be called a research project. It has consisted in my telling people, whenever I get a chance, a certain story from the life of Charles Kettering—and then making note of the responses.

The story is this: During the First World War Charles Kettering, one of the inventive geniuses of our time, took on the problem of finding an anti-knock gasoline that would boost the power of the Liberty engine used in combat planes. After long research he found a gasoline which proved by test that it would do the job. A wartime committee, however, which had the final say in such matters, "proved" by theoretical chapter and verse that it would not do the job and turned it down as impractical.

Some years later, when Lindbergh had made his solo flight across the Atlantic, Mrs. Kettering exclaimed to her husband, "How wonderful that he did it all alone!"

"It would have been still more wonderful," Kettering replied, "if he had done it with a committee."

Almost invariably the reaction of those to whom I have told this story has been one of weary appreciation of Kettering's answer. And more often than not, as an aftermath to the story, one person or another has expressed the feeling that our absorbed interest in "group relations" and the "group process" has been carried too far; that the time has come to make room once more for the private self.

Happily no one on these occasions has said that our interest in group relations and the group process has been wrong, uncalled for, or misplaced. It has just cumulatively become too much of a good thing. By carrying it too far we have skewed out of proper balance our appraisal of human nature and its

needs. We have put such stress upon interpersonal and intergroup relations that we have almost lost sight of two vital facts.

Inner Riches

The first of these is that no one is equipped to enjoy such group relations unless he has within himself something to bring to them. The person best equipped to enjoy them is precisely the one who has rich, well-seasoned resources of mind and spirit to call his own.

Without such resources he has nothing distinctive to contribute to the group. His opinions will not be uniquely his, nor will the arguments with which he defends them bear the stamp of *his* pursuit of truth, *his* grappling with perplexity, *his* approach to an earned conviction. His emotional contribution will likewise be stereotyped and uncreative. When, for example, tensions develop within the group, he may become a nervous bystander, an anxious placater, or a dogmatic partisan. He is not likely to be the person who renews within the group a sense of perspective and a functioning unity of purpose.

Without inner resources of his own, moreover, he is unable to give a distinctive welcome to what others have to contribute. For while he can hear their words and see their actions, he cannot, *by the quality of his understanding*, draw forth from them the best they have to offer. Wherever human beings impinge upon one another, it is profoundly true that "Deep calleth unto deep . . ."; and, unfortunately, no less true that shallow calls unto shallow.

There are further reasons why no one can be a top-level group member unless he has, as an individual, some top-level resources of mind and spirit. For one thing, he will tend to enter into groups simply to make up for what he lacks in himself. That is to



Private Self

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say, instead of happily operating as an equal among equals, he will operate as a *dependent*, grasping for what he needs to make his empty life feel as though it were filled.

For another thing, he will be almost helpless against the overt and covert pressures toward conformity that any group, with or without intending to do so, exerts upon its members. Many centuries have passed since the Stoic philosopher Marcus Aurelius observed, "Man must be arched and buttressed from within, else the temple wavers to the dust." But the truth of what he stated is being constantly underscored in our own age of crowds, committees, conventions, corporations, and multiplying institutions. Only the human being who is a *self* in his own right can thrive and grow as a group member—contributing his share, welcoming what others contribute, pooling his insight and effort with theirs, yet maintaining his uncoerced integrity as an individual.

In brief, the more we know about group relations, the more inescapably we know that "to him that hath shall be given" and also that only he "that hath" can give.

The Spirit Walks in Solitude

The second vital fact which we tend to forget when we become overly absorbed with group relations and the group process is that certain basic human experiences are, by their very nature, solitary. They are intrinsically personal, for better or worse. It is to the individual that they offer their rewards. It is upon the individual that they make their demands.

Where companionship is warm and deep enough to permit people's being silent together and to make unnecessary either surface talk or masked emotions, these private experiences may to some extent be uninterrupted by the physical presence of another person; and the stresses that many of them involve

may be made more tolerable by such physical presence. But in their essential character they will still be solitary, and the person best able to handle them and transmute them into inner resources will be the one who does not panic at the thought of solitude. As Edwin Arlington Robinson has noted,

*... There are times
When even a savior can be in the way
And we are best alone.*

We ought not to be surprised that poets have been mankind's most tenacious reporters of private experience, for they might be called experts in taking the emotional impact of life. Perhaps, then, we do well to let them remind us that certain experiences elude the group process and are likely to be either altogether missed or only superficially dealt with if we lose the art of privacy.

A few random samples will here serve our purpose. Thus, for example, Sara Teasdale wrote:

*In the silver light after a storm,
Under the dripping boughs of bright new green,
I take the low path to hear the meadowlarks
Alone and high-hearted as if I were a queen.*

Would her morning walk have yielded any greater riches for keeping if she had, the night before, made a date with one friend or several friends to "take the low path to hear the meadowlarks"?

Again, James Stephens:

*I would think until I found
Something I can never find:
Something lying on the ground
In the bottom of my mind.*

At times, we know, there is nothing more companionable and stimulating than an interchange of thoughts. The person most ready for such interchange is the one who has, at other times, dug down into his private mind—to try to discover what it is that he almost knows when he feels himself touched by the mystery of life; what it is that he most deeply believes because of all that he has learned and felt and wondered about.

Even the sense of history, of the crowding generations that have made the earth their home and have tried to make sense out of the experience of living

on it, has to be constructed out of something more private than the facts and dates that comprise our public records. It has to be constructed, in part at least, out of the imagined presence of those who, before our time, have worked the earth and made tools and weapons and small, comforting keepsakes out of raw materials and their own hopes and fears. We shall never thus construct a living sense of history unless we are privately able to feel ourselves in and of the generations that have lived and died.

The Presence of the Past

Conrad Aiken felt this when he wrote:

*It is morning, . . . and in the morning,
When the light drips through the shutters
like the dew,
I arise, I face the sunrise,
And do the things my fathers learned to do.*

Finally, Robert Frost utters a sharp reminder:

*The nearest friends can go
With anyone to death comes so far short
They might as well not try to go at all. . . .*

When it comes to the great "showdowns" of experience—those times when we find ourselves in the stark grip of loss and loneliness—it is deeply comforting to have beside us friends of the right sort. Yet they can only be beside us, and the task of emotional assimilation has to be carried through by ourselves and with whatever resources we have built into ourselves.

By all means, then, let us become as wise as we possibly can become with regard to the group process. But let us also be too wise to neglect those aspects of ourselves that cannot be nourished on a concentrated diet of "groupness."

This summer Bonaro W. Overstreet and her husband, Harry Overstreet, will embark upon an extended tour of Europe and Asia. Meanwhile their latest book, What We Must Know About Communism—now at the top of best-seller lists the country over—continues to be acclaimed by statesmen and general public alike. The book is also available in a textbook edition for high school and college use.

"That Democracy Shall Not Perish"

Two young Americans sent Valentine greeting cards last February to "Mr. Lincoln" at Box 1959, Washington, D. C. Nothing could show more plainly that in the minds of children Abraham Lincoln is very much alive. So that his spirit may continue to live in the hearts of all Americans, a booklet giving facts about Lincoln and suggestions for programs in his honor has been issued by the Lincoln Sesquicentennial Commission (write to the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.). Such a program in your community will help citizens to rededicate themselves to Lincoln's high moral principles, his faith in the people, and his conviction that democracy is imperishable.



WHAT'S HAPPENING IN EDUCATION?

• As soon as school is out we parents will have our children with us all day every day. We love them—but how to keep them occupied? Usefully! Safely! Our P.T.A. is preparing a list of suggestions. What suggestions do you have?
—Mrs. G. M.

You are not alone. Educational and child study groups stand ready to come to the rescue of parents besieged by their children. Write for these, says Dorothy W. Furman, curriculum research consultant for the New York Board of Education, to the Play Schools Association, 41 West Fifty-seventh Street: *Summer Programs for Children Who Stay at Home*, twenty-five cents; *Program Planning for Bus Trips*, 60 cents; *Trips for Children* (guide for parents and group leaders), thirty-five cents. You'll be interested also in *How To Travel by Train*, a free booklet published by the Association of American Railroads, 735 Transportation Building, Washington 6, D. C.

Mrs. Furman also offers these suggestions regarding trips to points of interest:

1. Visits to some places require appointments. Check several days ahead of your planned trip. A phone call may save an unnecessary trip.
2. Check the visiting hours and days of museums. Some museums curtail their summer schedules.
3. When planning a museum visit, limit what you see on one day. Save something for a second or third trip.
4. The best laid plans are often affected by inclement weather. In case of rain, have an attractive alternative trip in mind.
5. Make sure the place to be visited will be interesting to your children. A place that interests you may have little attraction for youngsters. (How true!—W. D. B.)
6. Take a camera along and make a picture story of your day's outing.
7. Find out ahead of time whether the place you plan to visit has real educational value. Fun can be educational, of course, but it should be suitable for your children.
8. Keep a scrapbook of the leaflets and other literature you gather on your visits. They will help other parents plan trips. Furthermore, Junior will want to take them to school next fall to show his teacher.
9. Read ahead of time about the historical significance of the place to be visited. Your child will regard you with great respect if you know the story of an historic site.

10. Use a map when planning your trip, and let the children study it with you. Map-reading skills are often learned this way.

11. Discuss with your children the proper amenities and good manners on a trip.

12. Share your experiences with other parents after your return.

13. See that children are properly dressed. Comfortable shoes are a must.

14. If possible, visit or find out about the place ahead of time. Learn about such important items as drinking-water facilities, toilet facilities, lunch facilities.

15. Plan your trip to avoid hurry. Children like to dawdle.

16. Ask questions. Many people are available to give helpful information.

Another wise precaution: Lay in a large supply of leisure-time reading material. Some libraries loan summer book kits to vacationing children. Other possibilities:

Growing Up with Science Books (a list for children from three to fifteen), *Library Journal*, 62 West Forty-fifth Street, New York 35, New York; 10 cents.

I-Spy Books (pocket-size, do-it-yourself observation): *Trees, On the Highway, Airplanes, My Home Town, Dogs, Rivers and Streams, Buildings, Animals, Automobiles and Trucks*, and so on. (Take them along on the family trip.) I-Spy Ranger Association, 33 West Forty-second Street, New York 36, New York; 15 cents each, plus 5 cents for mailing.

• The issue of merit pay for teachers continues to be agitated in our city. What are other communities doing about it?
—J. G.

What is merit pay? How does it differ from present salary plans?

Almost every well-run organization has a pay plan for its workers. Employees doing similar work, with similar preparation, receive similar salaries. Pay plans usually provide for regular increases by regular step-ups for employees doing satisfactory work. In education such plans carry the name "single-salary schedule" or "standard," which means equal pay for equal preparation and years of service.

Merit-pay plans call for salary increases over and beyond the regular salary plan. A "merit" increase may be voted to the exceptionally able teacher who has reached the top of the salary ladder. It may go to an able teacher whom other school systems are trying to hire. Or it may go to teachers willing to accept special or difficult assignments.

I have been unable to locate any national roundup of practices in regard to merit pay. I have, however, seen some isolated reports that record the adoption—or suggested adoption—of such programs. In one well-to-do suburb, the board and superintendent brought in what they said was a merit-pay system. The community looked at it and turned it down. They said it seemed too much like across-the-board increases for all teachers.

In still another community the board adopted a merit-pay system that is completely secret. No one except the board and the superintendent knows which of the teachers, if any, receive above-the-scale salaries.

Far overseas in Japan a national efficiency-rating scheme for teachers has set off hot controversy. William G. Carr, executive secretary of our National Education Association, in his role as executive secretary of the World Confederation of Organizations of the Teaching Profession, told the Japanese Ministry of Education, "There is no solid evidence that ratings are a reliable proof of merit in teachers." Wise selection of teachers and leadership is a "far better method of improving the quality of instruction than the financial penalties of rating systems."

Any community considering merit-rating and merit-pay plans will, almost without exception, find the teachers arrayed against it. On the other hand, the taxpayers show increasing reluctance to raise all salaries continuously on a single-standard salary plan. What to do? Only time and experience can chart the way. Of the merit-pay plans now operating, that of West Hartford, Connecticut, emerges with the fewest scars. Teachers shared in its creation; teachers participate in its operation. It adds increments where present schedules stop.

This column will continue its search for light (cold) on this incandescent issue of merit pay.

- *What is the current thinking about permitting the bright child to skip a grade? You hear much about encouraging our gifted, but what is really being done for them?*
—MRS. C. D. M.

Your question reminds me of a true story. A business friend of mine said his bright ten-year-old daughter greeted him one evening with great news: "Daddy, guess what happened in school today? I beat Jimmy at chess!"

My friend explained that his youngster whips through assignments so fast that she has time on her

hands. "I taught her chess, since the teacher apparently had no plans for the bright pupils."

One of the new *What Research Says . . .* bulletins contains collective wisdom for teachers (and parents) who want to do more for children with high I.Q.'s. It is entitled *The Gifted Child in the Elementary School* by James J. Gallagher (National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.; 25 cents). It offers these answers to common questions:

Should bright youngsters skip? It is now generally conceded that, except in unusual cases, grade skipping represents perhaps the least desirable method of acceleration. This procedure needs to be planned carefully to prevent the child from missing basic information that is taught in the grade to be skipped.

Is the gifted child likely to be an "odd ball," out of step with fellow pupils? No. Gifted children as a group are more emotionally stable, less tense, and more able to handle personal problems than are average-ability children.

What can you do about the bright youngster who doesn't try very hard? The "underachievers," as they are called, often loaf as a kind of defense against pressures from parents and teachers who expect them to do better. "A recent study supports the general conclusion that underachievement is related more closely to the emotional life of the child than to the type of instruction he receives."

What special problems confront the high I.Q. child? He must endure systematic presentation of material that he has long since mastered. As one investigator wrote, the gifted child must learn to "suffer fools gladly." He must inhibit spontaneous and natural statements such as, "Don't you know that?" and "You must be pretty dumb not to have heard of that."

What are the marks of the gifted child other than a high I.Q.? (1) The ability to associate and interrelate concepts. (2) The ability to evaluate facts and arguments critically. (3) The ability to reason through complex problems. (4) The ability to understand other situations, other times, and other people; to be less bound by one's own environment.

Can teachers plan useful enrichment for gifted children? Unless the extra activity planned for the gifted child is directed to the advancement of the characteristics named, it deserves to be called "busy work" rather than enrichment. Thus the assignment of extra long division problems to the gifted child who has already finished the regular assignment would be "busy work," whereas the learning of a new method of proving the answer to long division problems would be enrichment.

This pamphlet also sheds light on that mysterious factor, I.Q. Did you know there are at least five ways of measuring it?

—WILLIAM D. BOUTWELL

Where There's a Mill There's a Way

Oddly enough the Association of Mill Apprentices is not made up of real millers but of young hairdressers, shoe menders, wheelwrights, radio electricians, pastry cooks, house painters, tapestry makers, and other craftsmen and technicians, citizens of many different countries. The movement started with "Uncle" Charles Chareille, a member of the French Economic Council, who had a firm conviction that the world needs not only good craftsmen but also good citizens.

With little money but lots of determination, M. Chareille bought a broken-down mill near the tiny village of Piot, France, and opened it during the summer vacation to seventeen apprentices, who moved in and rebuilt the mill around themselves. They had such a good time that the next summer more craftsmen wanted to come. So other dilapidated mills were bought, and each year more and more young people, from many parts of the world, joined the work camps, until in 1958 there were three hundred young apprentices.

The most constructive work that has been done by the Mill Apprentices is with human beings. Says M. Chareille: "These young people who have worked side by side have learned, as our motto says, that 'to build is to unite.' They discovered themselves." They also discovered each other. The apprentice from Paris or Brittany or Provence found out that the boys from Vietnam or Chile or Massachusetts had much the same hopes and fears as he did.

Somewhere To Go

Twenty refugee families in Austrian camps at last have somewhere to go. Sometimes they thought this good fortune would never be theirs, for all the families are handicapped. The group of fifty-five persons includes some who have partially lost the use of their limbs and others who have had tuberculosis. Who is welcoming these hapless people? New Zealand. This is the largest single contingent of handicapped persons to be accepted by any country of resettlement outside of Europe and the Middle East.

But many more families remain in need of help. Of the thirty thousand refugees still in European camps who are within the mandate of the United Nations High Commissioner for Refugees, nearly ten thousand belong to families in which at least one person is handicapped. Said the High Commissioner, Auguste R. Lindt, "I fervently believe that other governments will be influenced by this example and that it will result in new doors being opened to refugees."

"Proud Partners"

A bridge of boats to a better future—that's how you might describe one phase of the CARE program in South Korea. Many Korean fishermen lost their boats during the Communist invasion of 1950. For these and other boatless fishermen a self-help program organized by CARE is providing a fleet of eighty-five boats. The boats are constructed in various ports of South Korea at a cost of seven hundred dollars apiece. Each of the small craft is owned jointly by a seven-man crew and is insured against damage and loss.

The fishing boats are the latest of the "parcels" that have come to Korea from CARE, which represents sixteen American relief agencies. CARE started its parcel service in South Korea in 1949, and in 1956 the self-help program was initiated. So far the agency has brought in 176,000 "self-help parcels," containing plows, agricultural hand tools, sewing machines, stoves, hand looms, and kits for various trades. Since the aim is to make the recipients



independent, the implements go to people who are on the very verge of destitution. For instance, hundreds of war widows, previously helpless dependents, received sewing machines; now they are making their own living. "By giving the people tools with which they can support themselves," a CARE worker explained, "we are making them proud partners."

Free Lack of Enterprise in Borneo

Their homes are on stilts in the water, and as far as the villagers are concerned they are going to stay that way. Residents of the water village of Kampong Ayer, in the sultanate of Brunei, on the northern coast of Borneo, originally took to their unusual way of life to escape from pirates who harassed villages built on dry land. Now they like it. The estuary over which they live teems with fish, and youngsters are perfectly safe because they learn to swim at the same time as they learn to walk. So naturally the villagers weren't interested when Sultan Sir Omar Ali Saifudin, ruler of the state, in an effort to modernize his nearby capital, offered them free homes on shore. So far not one family has accepted the offer.

More Power to Sweden

They're blasting the rock near Stockholm, Sweden, for an underground hall that will house an atomic reactor. When the reactor goes into operation, in 1961, it will supply heat for apartments and offices in certain suburbs of the capital. It will also produce fifteen thousand kilowatts of electricity for industrial purposes.

Capsule Comfort

A family concern in Bangkok, Thailand, had a thriving business extracting oil from sharks and enclosing it in capsules. The precious vitamins in the oil kept the Thai children who received it strong and healthy. But the one small company couldn't produce nearly enough capsules, so UNICEF (the United Nations International Children's Fund) allocated twenty-five thousand dollars to provide equipment and gelatin for a plant designed to produce twenty million capsules a year. This means that two hundred thousand malnourished Thai children will get one hundred capsules apiece each year.



JOHN FOSTER DULLES

© United Press Association

The Role of Law in

"Commuter to the world"—this is the phrase one writer has used to describe the distinguished former Secretary of State, John Foster Dulles. However we characterize this man of great devotion and dedication, his heroic efforts on behalf of peace have assured him an enduring place in America's history. Not long before Mr. Dulles was stricken, he spoke to the New York State Bar Association. This article is drawn from his address.

IN THE SWIFT FLOW OF DAILY EVENTS it is easy to lose track of the broad strategy of our foreign policy. We seek peace, of course, but we seek it in what seems to us the only dependable way—the substitution of justice and law for force.

This is a relatively recent concept, and even today many do not accept it. Often peace has been identified with the imposition by strong nations of their so-called benevolent rule upon the weaker. Most of these efforts collapsed in war, but the best known of them was the Pax Romana.

The world of today is very different from the world of past centuries. It cannot be ruled. Nevertheless world peace through world rule is the creed of international Communism. Its reasoning is simple. Physical matter, these Communists see, becomes more productive when it is ordered, when there are no disharmonies, when there is no grit in the gears. Human beings, they believe, are but animated particles of matter and should be treated in the same way as matter if maximum productivity and harmony are to be achieved. So, it is argued, people everywhere should be brought into world order and conformity of action, thought, and belief.

We and our allies reject this road to peace, no matter how difficult the alternative. We know that human beings are more than animated particles of matter; they are part of a spiritual world.

Sir Winston Churchill has said, "The grand lesson of history is that tyrannism cannot last except among servile races." Today people everywhere, even within the Soviet Union, are becoming less servile. We welcome this as we welcome the growing realization throughout the world that, just as nineteenth-century colonialism has become outmoded, so Communist dictatorship is even more reactionary.

Another means of preserving the peace is the maintenance of a so-called balance of power. Sometimes this works, but any such balance is inevitably precarious. Furthermore, balance of power normally implies a maintenance of the *status quo*; yet history teaches that change is inevitable. Whatever may be the desire to maintain a balance of power, the balance inevitably shifts—with results such as those experienced in 1914 and 1939.

We come, then, to the third method of preserving the peace: a system of order based upon the replacement of force by community justice, reflecting moral law. This has been the dependable basis for national order in many countries, but until recently there has not been any determined effort to apply it internationally.

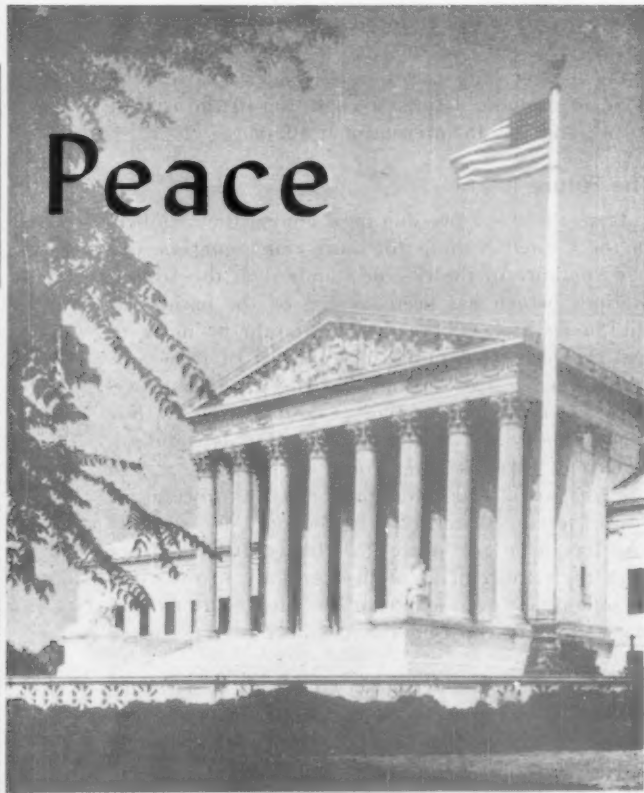
Our nation since its inception has been dedicated to the principle that man in his relationship with other men should be governed by moral, or natural, law. It was believed that this was something that all could comprehend. Now we carry these concepts into the international field. We believe that the results thus obtainable, though not perfect, are nevertheless generally fair and that they are preferable to any other human order that can be devised.

A most significant development is the fact that for the first time, under the Charter of the United Nations, there has been a determined effort to establish law and justice as the decisive and essential substitutes for force.

Peaceful Change

What is vital here is to recognize that the renunciation of force under these conditions implies not the maintenance of the *status quo* but peaceful change. World order cannot be assured merely by the elimination of violence. There must also be processes of peaceful change whereby justice manifests itself.

Peace



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The twin concepts of international law and justice are interwoven throughout the United Nations Charter as the counterpart of the renunciation of force. The Preamble expresses not only the determination of the peoples of the United Nations to save succeeding generations from the scourge of war but also "to establish conditions under which justice and respect for the obligations arising from treaties and from other sources of international law can be maintained."

We have now had fourteen years of experience under the United Nations Charter. In retrospect we must say that these concepts have neither enjoyed a definitive success nor met with definitive failure. The Communist-bloc countries never honestly accepted the concepts of the Charter, either as regards the renunciation of force or as regards the rule of justice and law. Indeed these concepts can no more be combined with Communist doctrine than oil with water.

International Communism believes that force or threats of force are a legitimate means to advance its goals. The list of international examples that can be cited on this point is a long one. It includes Latvia, Lithuania, Estonia, Finland, Poland, Greece, Czechoslovakia, the Berlin blockade, Tibet, Korea, Indochina, Hungary, East Germany, the Taiwan Straits, and recent threats in relation to Berlin.

Also, since the creed of international Communism

is atheistic and materialistic, it does not accept the concept of abstract justice. To Communists laws are essentially the means whereby those in power suppress or destroy their enemies.

The Communist bloc rejects, as a matter of principle, resort to the International Court of Justice, and instead of "respect for the obligations arising from treaties and other sources of international law" they apply Lenin's formula: "Promises are like pie crusts, made to be broken." Thus a few days after signing the Charter, designed to establish respect for international engagements, the Soviet Union made a thirty-year treaty of friendship and alliance with the national government of China. No sooner had that engagement been taken than it was broken, as has indeed been formally found by the United Nations.

And, to skip to the most recent example, the Soviet Union has decided to declare null and void the agreements of 1944-45 with the Western powers in relation to Berlin.

In the United Nations the Communist-bloc countries use membership as an advantageous opportunity for propaganda and disruptive maneuvers. They use the veto power in the Security Council in order to annul any action they do not like. They blandly ignore any resolution of the General Assembly which contains recommendations or condemnations that cross their will.

It has accordingly been necessary to supplement the capacity of the United Nations to eliminate force. Article 51 of the Charter recognizes the inherent right of individual or collective self-defense, and under that article about fifty nations have entered into collective defense arrangements. These have given a realistic sanction to the principle of nonuse of force, a sanction not otherwise adequately obtainable in the United Nations as presently constituted.

United Nations Experience with the Free World

Our attitude toward the use of armed force is a matter of principle and not merely an anti-Communist policy. This is shown by the fact that the United States has made clear, even to its good friends, that we are opposed to the use of force in the settlement of international problems. In this regard a most difficult problem was posed by the French-United Kingdom attack on Egypt and the concurrent Israeli attack on Egypt.

It is easy to support a principle when those who violate it proclaim themselves enemies. It is hard to do so when the issue is raised by friends. Nevertheless it seemed to us in the fall of 1956 that the entire peace concept of the United Nations was at stake and that if the article of the Charter involving the renunciation of the use of force were to become a dead letter, the world would revert to chaos.

As I stated in the General Assembly of the United Nations on November 1, the threatened course of ac-

tion seemed "inconsistent with the principles and purposes of the Charter and one which, if persisted in, would gravely undermine our Charter and this organization." I also referred to the provisions of the Charter requiring the settlement of disputes in accordance with the principles of justice and of international law.

The overwhelming verdict of the United Nations was in support of the principle of nonuse of force to which we had given our support. The United Kingdom, France, and Israel responded. The invading forces were withdrawn. Tolerable solutions were found through peaceful means.

It is premature to say that the Suez affair marks a decisive historical turning point. What can be said at this time is that, if the Charter pledge to renounce the use of force had been interpreted so loosely as to permit the Suez action or if the United Kingdom, France, and Israel had shown toward the United Nations the same contempt that the U.S.S.R. showed in relation to Hungary, then the whole peace effort represented by the United Nations would have collapsed.

Justice, Law, and Peaceful Change

We have, through collective security arrangements, largely deterred the Communist bloc from using force. But we have found no effective means of persuading or inducing the countries of that bloc to accept the principles of justice and law and peaceful change.

This is not true of the nations of the free world. The peoples of the free world have respect for religion; they recognize moral law; and they have a decent regard for the opinions of mankind. As a result they have not only evidenced a healthy respect for the principles of justice and international law but they have also promoted a remarkable amount of peaceful change to conform to concepts of justice and morality.

Since January 1, 1943, for example, twenty-one new nations have come into existence in countries formerly ruled by other free-world countries, and these new nations have been accepted into the community of nations. As another illustration I cite the meeting last year of eighty-six nations in Geneva to review the principles governing the law of the sea. While a number of the established rules of law in this field were reconfirmed by the conference, it is equally important to note that significant changes—responsive to new conditions—were agreed upon.

Peaceful change and development are, therefore, significant among the nations of the free world. Yet change—even political and social—should not be so impetuous as to paralyze forward planning or to wreak unnecessary injury upon established rights. While law should be and is subject to an orderly process of change, as required by justice, law does

have a role as a shield and a protector of those who rely in good faith on international engagements.

Let us now look ahead and consider what can be done to promote a fuller recognition of the role of justice and law in international affairs.

The Future

First, there is a pressing need among the members of the United Nations for more condemnation and less tolerance of the double standard in the United Nations, which has been created by the nations of the Soviet bloc. Those nations should be made to feel the weight of public disapproval of their attitude. The United Nations and the world can, perhaps, survive a limited phase of double standard. But they cannot survive a permanent double standard.

Second, there is a real need to intensify, within the free world, the development of the processes of justice, giving due regard to the need for stability and for an orderly process of change, in accordance with the requirements of justice. This, in my view, is sometimes overlooked in the deliberations and the actions of the General Assembly of the United Nations.

Third, there is a serious need for all of us to develop a respect for law as a basis for stability and confidence. Those nations which do have common standards should, by their conduct and example, advance the rule of law by submitting their disputes to the International Court of Justice, or to some other international tribunal upon which they can agree.

We are closely examining the question of our own relationship to the International Court of Justice, with the view of seeing whether ways and means can be found to assure a greater use of the Court by ourselves and, through our example, by others.

The United States was born as a nation because the colonists believed men possessed, under law, certain basic freedoms and certain inalienable rights. As a nation we have, more than any others, striven for the supremacy of law as an expression of justice. Now we are seeking to establish world order based on the assumption that the collective life of nations ought to be governed by law.

To accomplish peace through law will take patience and perseverance. It will require us at times to provide an example by accepting for ourselves standards of conduct more advanced than those generally accepted. We shall be misunderstood and our motives misinterpreted by others who have had no such training as we in doctrine of law. In this task the members of the legal profession will have a special responsibility and unique opportunity.

There is no nobler mission that our nation could perform. Upon its success may depend the very survival of the human race. We can, therefore, dedicate ourselves to this mission with supreme confidence that our nation shall thus fulfill its highest destiny.

I Raise My Children by the Mile

EVELYN WITTER

"WALTER AND I decided against buying that wooded acreage," Laura Kersten sighed.

"Why?" I asked, my mind racing ahead to find the answer before she could reply. I couldn't understand it. As long as I'd known the Kerstens they had talked about building their dream house on a large acreage far out of town. The wooded hill, located nine miles from the city, seemed exactly what they wanted.

"Too much transportation," Laura explained. "We would have to drive the children everywhere. Walter says it would take too much time and money."

"You get value received for every minute and every penny you spend," I answered promptly.

"What do you mean?"

"I mean," I said, "that I raise my children by the mile. Living out the way we do, we put more than twelve thousand miles a year on our car. The children are with us most of those miles. That's the advantage of living out."

"I still don't see . . ." she frowned.

Travel Time Is Talk Time

"Well, Laura, when we're home I can't seem to nail the children down for more than a few minutes at a time. They're busy with hobbies and homework. The telephone and the TV are big time-takers too.

"But in the car, there's no place for them to go, and nothing much for them to do. That's when they open up and talk. That's when I find out what's on their minds."

Laura smiled amusedly. "Of course I know you're an experienced driver," she said. "You can carry on a discussion and yet keep your eyes on the road. But I still don't see what you're getting at. Can you give me a for-instance?"

"Several of them. Yesterday when I was driving our eleven-year-old Louise to her scout meeting, the subject of popularity came up. In the seclusion of the car my shy daughter felt brave enough to admit out loud that she wanted to be popular.

"How can I be more popular, Mom?" she asked. "Do I have to have more clothes than anybody else, or be funnier, or talk a lot?"

"I was glad for this opening. I'd felt the need of a talk about friends and popularity for a long time.

"Fifteen miles later Louise and I both agreed that the way to have a friend is to be one; that kindness and consideration are always appreciated; that willingness to cooperate, a pleasant countenance, and trustworthiness draw people toward us.

"I wish I could put on canvas the look of I-have-new-confidence-in-myself on Louise's face when she alighted from the car."

Laura nodded. After a short pause she asked, "What about Jim? Do you understand the un-understandable teen-agers since you've chauffeured Jim and his friends so much?"

"Yes, I do," I said, much to her evident amazement. "I remember one trip in particular when I took Jim and some of his football buddies to an out-of-town game. By their conversation I learned what Jim and his group use as a yardstick of ethics for themselves and in judging others."

"Do teen-agers really have ethics?"

Teens Have Their Code

"They most certainly do, and very sound ones—despite what some adults (those who probably aren't close enough to their teen-agers to know) claim.

"They like the fellows who play according to the rules, those who accept the decisions of the officials without comment; those who accept defeat gracefully and victory modestly; those who control their tempers. They do not like the person who tries to alibi or excuse his failure, or shows disgust at his own poor playing, or doesn't do his best after accepting a responsibility, or doesn't respect the excellence of teammates and opponents alike, or uses profanity."

"You got all that in one ride?" Laura gasped.

"Yes!"

"Then you'll miss not driving Jim now that he's got his driver's license, won't you?"

"That's what I thought," I laughed happily. "But the other night when Jim was due at a party-planning meeting and I handed him the car keys, he said, 'Why don't you take me, Mom? When we're in the car together, it's one of the few times when we can get things completely talked out.'"

Laura got up with a vigorous bounce. "I must dash," she said, smiling radiantly. "After I tell Walter what you've told me about raising your children by the mile, I'm sure he'll want to buy that acreage after all."

Mrs. Witter lives on a farm with her husband and two children. She has done tutoring and substitute teaching as well as serving in the P.T.A. and other community groups. Evidently she also writes articles and stories "by the mile," for she has published hundreds of them, for both young people and adults.



Where Are

ASK ANY GROUP OF TWENTY YOUNGSTERS, "What are you going to be when you grow up?" And what do they say? "Doctor." "Teacher." "Musician." "Pilot." And so on. Chances are, some of the twenty will say "Scientist," since even the youngest children today are aware that our world is on the verge of a major breakthrough in exploring the universe.

Many children, of course, do not—and should not—want to train for careers in science. But to those youngsters with ability and interest in scientific fields, parents and teachers have a special responsibility. How can we recognize boys and girls with natural aptitudes for science? And how can we encourage them?

To find answers to these questions I asked a group of America's foremost scientists about their own childhoods—their hobbies, interests, activities. I asked them to describe the ways in which a scientific mind reveals itself in childhood, to tell who encouraged their interests in science and how. I even asked what they, as parents, have been doing to interest their own children in science.

Curiosity, these men and women of science all agreed, is the one unmistakable sign of a scientific mind. ("Insatiable curiosity," said Glenn T. Seaborg, chancellor of the University of California and winner of the Nobel Prize for his discovery of plutonium.) The curious child who wants to experiment with whatever he can lay his hands on—plants, bugs, animals, kitchen materials, simple chemicals—is on the road to a scientific career.

Edgar Anderson, now a botanist and internationally known plant geneticist, showed this kind of curiosity when he was only five. He sneaked into his

mother's garden, broke off the tips of her prize geraniums, and tried to root them in damp sand along the bank of a stream behind his house.

Wondering and Wandering


Another inquisitive lad, a first-grader named William Clench, vacationing with his family on a farm in the Catskills, spent hours by a little brook back of the farmhouse finding salamanders and tadpoles. And this was a logical activity for a child who was to become Harvard's outstanding zoologist, world-famous for his work on mollusks. His mother and father were exceedingly tolerant of their little son's interest in natural history. That fall they helped him transport his entire collection to their home in Brooklyn.

Ten years later, when William Clench was sixteen, he was still more curious about living things.

"When I was in high school," he told me, "a chum in Colorado sent me a half bushel of *Cecropia* moth cocoons. Of course I wanted to hatch them. Mother let me use the spare bedroom, and there I placed the cocoons in rows upon two tables. I sprinkled them with water every day to keep them moist.

"The day of emergence came! Beautiful moths emerged from the cocoons at the rate of four or five an hour. Eggs were being laid everywhere. There were large clusters of them on the curtains, wallpaper, and woodwork.

"I thought Mother would be angry, for the liquid with the eggs stained our new wallpaper and curtains. But after the first shock was over, she took as much interest as I in watching the beautiful creatures emerge from the cocoons and then hang on the table



Moth eggs on the curtains. Bones in the refrigerator. Children tramping the countryside in search of rocks or plants or even worms. It's all in the cause of science—and of a young scientist's freedom to explore and experiment.

Tomorrow's Scientists?

© Black Star

edge, where their soft, velvety wings slowly expanded and stiffened for flight. When she even called in friends and neighbors to watch, I was extremely proud."

Peter J. W. Debye, Nobel Prize winner in chemistry, was another boy experimenter with an "insatiable curiosity." In a sweetshop window near his home in Maastricht, Netherlands, he spotted some glassware made to hold syrups and candies, and persuaded the proprietor to let him have it. After making up solutions from almost anything, he would mix them in his glass "laboratory equipment," heat the mixtures over an alcohol lamp, and watch to see what would happen. "I remember that sometimes the odor was almost too much for my mother," he said.

Curiosity is not the only trait many future scientists have in common. Collecting materials found in nature is another sign. For instance, Linus Pauling, who received the Nobel Prize in 1954 for his work on the secrets of heredity, during his boyhood roamed the rocky coast of Oregon collecting first one thing and then another. At age eleven it was insects; at twelve, rocks and minerals. Using books from the Portland library, he learned how to classify the insects. The library also had books about minerals, in which he found tables of properties, luster, hardness, blowpipe reactions. From these, using a borrowed blowpipe, he identified his rocks.

Other youngsters headed for science are mechanically minded. Thus at the beginning of the century, when Edward C. Kendall was a boy (he later brought new hope to arthritics through his isolation of cortisone), he tore down a discarded sewing machine and used the parts to build a small lathe. He also con-

structed an electric doorbell, a home-made telegraph, and several telephones.

For all their native ability, these young scientists did not go it completely alone. In their backgrounds there was always at least one adult—parent, teacher, grandparent—who understood, appreciated, and encouraged their first steps in science.

Understanding the Outstanding

Joel H. Hildebrand, chemist and beloved university professor, when he was small received a set of nature readers from his parents. From those books he learned about shells, crabs, bees, ants, dragonflies, tadpoles, and frogs, and entertained his playmates with nature stories as they wandered in the fields and woods around Camden, New Jersey.

The Elias Comptons, parents of the famous Compton trio of university presidents, made a conscious effort to encourage creativity in their boys. A few years ago Karl Compton, late president of M.I.T., described for me with delight the family's summers in northern Michigan.

"We went every year with a party of ten or fifteen. Our parents arranged the group so that each of us had a playmate his own age. We lived simply in tents, made our own furniture, found our own food of fish and berries, and were free to explore the wild countryside.

"My parents," he went on, "always gave us tools and materials to make things, rather than buying the finished products for us. I made my first skates, my sled, a canoe, Greek armor, and a sword all from lumber and strips of metal."

Never did Mother Compton brush aside her sons'



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youthful ideas about science. Arthur Compton, Nobel Prize winner in physics and youngest of the brothers, says that one of the most important incidents in sustaining his own interest in science occurred when he was twelve. He had written a paper disputing the recognized opinion as to whether the five-toed and the three-toed elephants had a common background. It was quite a subject for a youngster to tackle, but when he showed the paper to his mother she did not make fun of him.

It was a grandmother who encouraged Cornelia Downs, now famous for her research on tularemia. "Grandmother spent hours in the garden with me," Dr. Downs said, "developing my 'seeing eye.' From her I discovered that half of learning to be a scientist lies in having your eyes opened to the world of nature."

Sympathetic teachers, as well as members of the family, have awakened many boys and girls to the fascination of science. Dr. Hildebrand was not more than ten years old when a teacher who came once a month to his school introduced him to physics and chemistry. Young Joel was entranced with the experiments he observed and repeated as many of them as possible at home.

Another stimulating chemistry teacher first intrigued Pauline Beery Mack with the unanswered questions of science—with the idea that all knowledge is not yet in books.

"My interest was there all along," Dr. Mack said, "but it had no opportunity to flourish until I met

the right person with the right enthusiasm." Dr. Mack's research in nutrition has made her name familiar to dietitians in hospitals and schools all over the country.

The Children Carry On

In rearing their own children, scientists often appreciate—perhaps more than most lay persons—the inner compulsion that drives a curious youngster to observe, question, and experiment. They gladly spend many hours promoting activities that develop scientific talent.

Dr. Seaborg built a bird-feeding station outside his breakfast room window, for the delight and instruction of his preschoolers. When his small son began bringing worms and insects into the house, he supplied the boy with empty mayonnaise jars to house the collection. The Seaborg children also had a small garden of their own, where Dr. Seaborg encouraged them to take an interest in watching things grow.

Every parent knows that the inconveniences caused by experimenting children can make lots of extra work in any household. But Joel Hildebrand's son, Milton, was allowed by his understanding mother to store in the family refrigerator such precious perishables as bones, skins, and specimens awaiting analysis. Milton also raised white rats, which he shared with his friends as his colony began to get out of hand. When one youngster who had happily received a rat returned it shortly with the tearful explanation that "Mother says 'No!'" Milton remarked to his own mother, "I knew the minute I saw that woman she wouldn't let him keep it. Boy, Mom, you're swell!" Today this son of a famous father is an anatomist.

Other long-suffering parents were Dr. and Mrs. Kendall, who each Saturday afternoon could expect to see fifty or a hundred children come tracking snow and mud through their home. The crowd was on its way to the attic, where young Hugh Kendall (now a physicist) operated the "Movie King Show Company" with equipment he had made himself.

Showing enthusiasm for dead rabbits in the refrigerator or hatching moths in the bedroom, spending after-school hours out of doors or in a laboratory, snatching time from adult pursuits to answer childish questions—these are the ways in which parents and teachers of earlier generations encouraged our eminent scientists of today. Will we, who now are parents and teachers, do the same? We will if we remember that the curious children of today will be the miracle makers of tomorrow.

Rachel VanderWerf is the wife of a scientist, the mother of five children, and an active member of two P.T.A.'s. In her "spare" time (it really is spare, she points out) she writes articles on a variety of subjects related to home and community concerns.



NOTES from the newsfront



Deserved Degree.—A new honorary degree is now being conferred by Bryant College, Providence, Rhode Island: a P.H.T. It goes to wives of graduates "in recognition of the unselfish love and devotion which has made their husbands' education possible" and as "a humble acknowledgment for service and sacrifice." The initials stand for—you guessed it—"Putting Husband Through."

Volunteers for Vietnam.—When the government of Vietnam issued an urgent call for cooperation from Medico (Medical International Cooperation), a nonprofit organization of private physicians in the United States, volunteers responded promptly. Three chest surgeons, two anesthesiologists, and two nurses departed for Cho Ray Hospital, Saigon, Vietnam, to demonstrate up-to-date methods of tuberculosis treatment. By surgery and the use of modern drugs the specialists hope to clear up a large backlog of tuberculosis cases that crowd the limited medical facilities of Vietnam.

Looking Back on Law Day.—On the first of May American citizens observed the second annual Law Day U.S.A., inaugurated a year ago as "a day of national dedication to the principle of government under laws." So that all of us may be mindful of the intent of this observance throughout the year, we quote our national president, Mrs. James C. Parker:

"Respect for law and order, like respect for all that humanity holds dear, is far better sustained through life if it is instilled early. Here, then, is a task for parents that cannot be pushed aside by the brusque demands of our busy lives. Not if we would rear a generation to whom Law Day U.S.A. will be marked with clear awareness of the close link between our independence and our independent legal system."

Three o'Clock and All's Well!—Traditionally, the three o'clock bell means it's time for schoolchildren to have

fun. That's still what it means for some 1,700 New York schoolchildren from underprivileged neighborhoods, even though school isn't over. From three to five a specialized recreation program of games, sports, and other activities is provided for them, and do they love it! The program, which is operated by the Board of Education with the support of local citizen groups, functions in nine city schools known as All-Day Neighborhood Schools. On hand also are special teachers to help students who speak little or no English, many of them Puerto Ricans.

Ad Men Look at Ads.—A TV advertising agency, after a recent survey, claims to have uncovered many unethical if not illegal TV advertising practices. Among them are cutting the beginnings and endings of network shows to provide salable time for local sponsors; breaking the rule that commercials for competing products must be spaced more than fifteen minutes apart; and stringing three, four, five, or even more commercials in a row.

Transatlantic View.—How do American high schools look to a British educator? Here is the answer given by British minister of education Geoffrey Lloyd: "We've not got as far as you in provision of opportunity for boys and girls." American youngsters, adds Mr. Lloyd, seem "more self-confident and uninhibited than the students in our schools." He thought this might be due in part to the "first-class, charming relationship" he observed between American high school students and their teachers.

Fish into Flour.—Small fish that have hitherto been just something for fishermen to throw back are about to come into their own. The Texas Agricultural and Mechanical College has announced a new way of removing chemically the scales and inner portions of the fish. The flesh and bones left after the processing will be made into fish

flour, a nourishing food with a protein content as high as 90 per cent. That means less work and more money for fishermen. It also means an important addition to the world's food supply, since heretofore millions of tons of "rough fish" have been thrown away each year.

Indian Trailers.—Navaho Indian children living in remote areas have been educated since 1954 in "trailer schools" on wheels, of which there are now about forty. Specially constructed house trailers transport teaching staff and supplies as well as a dismantled classroom, which is set up in the center of the community. The children travel each day by bus to and from their homes. At the school they receive not only an education but also two good meals a day.

Psychiatry on a Budget.—Low-cost psychiatric service for adults is being provided by the Mental Health Consultation Center of Bergen County, New Jersey. The fee is usually from \$7.50 to \$10.00 a person, with lower charges in hardship cases and also for group therapy. The center is cooperating, too, with the Urban League of Englewood to provide group counseling for parents of children with emotional problems. The state is cooperating with local donors to finance the projects.

Higher Learning, Higher Earning.—How much is a college education worth? According to the U.S. Department of Commerce, a college graduate at the peak of his earning power has an average income 70 per cent higher than when he first began to work. But a man who went no further than high school earns on the average only 14 per cent more than his starting salary.

This Salt Will Lose Its Savor.—Salt water will be converted into fresh at the rate of one million gallons a day in five plants that will be built by the Department of the Interior to help solve the country's water problems.

Russian Lesson

FOR AMERICANS

EDGAR COLLINS BAIN

We don't go to school to the Big Red Schoolhouse (and we are thankful for that). Nevertheless it has passed out some homework for us to do—if we want to make the grade. A famous metallurgist, winner of nobody-knows-how-many medals for his achievements, looks at education in the U.S.S.R. with the thought that it is the part of wisdom to study an opponent's strategy. Dr. Bain's article is adapted from a talk prepared for a meeting of the Quaker Valley P.T.A. in Sewickley, Pennsylvania.

IT IS STRANGELY DIFFICULT to bring oneself to say what is so clearly true—that one of the most important occurrences in the last decade or two of human affairs is the emergence of the Union of Socialist Soviet Republics as a major, if not dominating, influence. I have a vague and painful persuasion that we still feel that if we close our eyes to this fantastic and monstrous nation, it will somehow go away.

Yet today the U.S.S.R. stands as the most formidable competitor of the United States. Our best chance for finding a way of preserving this good life of ours, as we have known it in America for so many decades, may be to understand and cope with that curious and mighty totalitarian state.

Among the less easily evaluated conditions in the U.S.S.R. is the unprecedented burgeoning of knowledge and the incentives offered for its attainment. It now appears that the advanced status of scientific training has been reached largely as a result of these incentives, and even the arts have not been neglected.

The present U.S.S.R. scale of living is not high, but it grows ever better. Year by year there are procurable a few more necessities and perhaps, by Soviet standards, a luxury or two. Shelter or housing is cheap, relative to other costs, but housing is generally primitive, even in the newer apartments for laborers. Four persons normally live in one room, with one cold water faucet and communal kitchens and sanitary equipment. The rent, however, rarely comes to more than 4 per cent of a worker's income.

A millworker receives about 650 to 800 rubles a month, and this wage just covers subsistence, includ-

ing the coarsest food. But he has a powerful incentive to work (and keep his companions hard at it too), for if a prescribed quota is reached, a bonus is shared among the work team. This bonus may even provide an occasional glass of Georgian wine or a little more winter warmth.

And whereas the food is cheap, it takes the worker ten to fifteen times as long to earn the price of clothing as it does the corresponding millworker in the United States. Bicycles, watches, radios, and similar luxuries are four to ten times as laborious to come by.

Every student in the U.S.S.R. learns early that items which are pleasant to own lie just outside the realm of the laborer—and is constantly informed that engineers may readily achieve an income of six or seven times the laborer's wage. An elementary school teacher receives about three times the salary of the steel-mill laborer, and the income of a professor in the university or institute may be sixteen times that of the laborer. Here, then, are incentives multiplied beyond anything we have seen in our bourgeois capitalistic state.

Prizes and Prestige

A bright young boy or girl in school scarcely dares *not* be a brilliant student. If a student fails he goes to work—wherever he is needed (often in the mines), not where he would like to work. And to pull, as well as push, the student to erudition, the state pays him to attend college!

Now the government, having made intellectual achievement materially attractive, adds the highest social approval and recognition. For all manner of extraordinary contributions to the "welfare of the people through the state" there are huge prizes. Many of the winners are, in the nature of things, members of the Academy of Sciences and receive for that reason alone an honorarium of five thousand rubles a month (ten times the income of the lowest paid worker) without specified duties.

Hence we cannot but believe that the student in the U.S.S.R. goes to school in an eager, enthusiastic, and above all receptive mood. He can hardly do otherwise than learn. The environment as well as parental and contemporary attitudes appear to make

schoolwork a desirable thing to be permitted to do. The reports agree that failure of promotion is rare even for illness. To be held over in a grade seems to be a most disturbing occurrence.

At one time the nervous strain on competing seventeen-year-olds approaching examination time was so severe that the ministry of education considered how the experience might be made less traumatic. But now, since the universities are overcrowded, the examinations have been adequately stiffened.

The fruits of the Soviet science-technology-slanted education are all too clear. The new, efficient blast furnaces and steel mills are real. So are the artificial satellite, the jet planes, the atomic power plants, and the enormous mineral reserves and man power. Our visiting experts, some of them friends of mine, have estimated the capacities of the furnaces and steel mills with skilled and unerring eyes. They predict that this year the U.S.S.R. will produce roughly forty-three million tons of steel products—more than half the U.S. production—and in 1960, seventy million tons.

Since steel product consumption is a pretty accurate measure of a country's scale of living, we are interested in what is being done with this tonnage. Only about 20 per cent of it goes to export and to consumer goods. The other 80 per cent is used in state projects, industrial expansion, power development, and military applications. No wonder so few people in the U.S.S.R. have automobiles!

These amazing industrial achievements are the result of the emphasis on education—focused at present upon the training of high-grade engineers and scientists. Visitors have reported that the Russians encountered in their own fields of special familiarity were as competent as American top-ranking authorities.

If we accept the fact—as I think we must—that the Soviet Union has put its whole faith for survival and ascendancy in establishing the most effective education possible, we are obliged to study it in relation to our own system. And here we find several areas wherein we can make improvements.

More teachers could be attracted, and might acquire a better preparation for their lifework, if the incentives were greater—salary, yes, but also a proper appreciation and recognition of their critical importance in our way of life. But even then we might not turn out well-educated men and women. *Receptivity* must be present in each student, or he will not learn. (At times I have wondered whether learning on the part of eager students is not almost independent of teaching methods!)

I cannot believe that the boys and girls of the U.S.S.R. have better brains or greater native ability

than ours. What seems to exist there is a dedication to learning, a devotion to personal mental development, surpassing anything to be seen here today. It corresponds in intensity to the pioneering days in the Western World, to the energy of the Gold Rush, to a crusade. The central question, then, is "How can we match this fervor?"

Bring On the Midnight Oil

Well, we have a certain head start. We are both a sensitive and a practical people, but we may have grown overconcerned with improving an already unmatched scale of living. It may be that our children do not perceive the critical need to learn in the very interest of survival. One could scarcely expect it of them when we adults have difficulty. Our problem is to create for ourselves the strength of austerity, before a harder working country, through its economic weapons, brings grave trouble (worse than austerity) upon us.

As we face this menace of as yet obscure character, our best bet is a still better education, particularly in depth. By our attitudes, precepts, and example we must restore learning to a high position among human activities—so that it will be the normal behavior of pupils in school to learn with high courage and determination. Self-discipline is of course better than applied discipline, but any kind is better than none. It might just be that the difference between preserving our good life and going the way of ancient Rome before the barbarians lies in doing homework every night.

In education we can, I believe, find the way to convince the world that free men can outperform slaves of the state—but only with discipline. (Let us not forget the Communist credo of Lenin: "Communism is not love; it is a club with which we shall beat our adversary.") And perhaps we should go back to the "morals" spelled out in the old schoolbooks with the characteristic philosophy which the familiar chosen selections invariably supported and exemplified: "There is no excellence except by great effort." "Waste not, want not." "Knowledge is power." Isn't it a strange and unfortunate thing that in this age—when such maxims are called "corny" and a disparaging epithet applied to those who espouse them—our potential adversaries have set them up as their guide posts of conduct?

It may not be easy to instill in young people the necessary will to survive, the courage and faith to endure hardship for a time. And for adults the task may be still harder. Yet is this not a time for soul searching and self-imposed discipline? Is it not a time, above all, for teaching, by deed and example, the need for strength and self-reliance?

You're glad he's Dad? Then of course you'll tell him so on Father's Day, June twenty-first



Surprised—

MILDRED JOHNSON

ORDINARILY, I'M A PRETTY GOOD P.T.A. MEMBER, turning out for most meetings and serving on my share of committees and boards. Right now my bailiwick is the job of being third vice-president of the P.T.A. Council of Johnson County, Kansas.

But when Prairie School P.T.A. in Prairie Village was scheduled to hold its March meeting this year, I decided I was too tired to go.

That semester I had mustered enough courage to take a course at the University of Kansas in Lawrence, which meant an absence of several hours each time the class met. This was a class day, so the morning was taken up with household duties and errands as well as finishing up the class assignment. After lunch I set out on the hour's drive to Lawrence, and when the class was over my professor discussed with me some work I was doing.

By the time I reached the car for the return trip, it had begun to snow hard. On went the radio for a weather report. A heavy snowstorm was on the way and would hit Kansas City, it said. This meant Johnson County, too, since the two are neighbors.

I drove cautiously and slowly in the snow. About fifteen miles outside Lawrence it disappeared, but, remembering the weather forecast, I decided not to make any extra stops on the way home. Just as dark arrived, I turned into our driveway.

The best thing about snowstorms is that most families are drawn together by them as by nothing else. And so that night, with almost complete satisfaction, I announced to various family members, as each came to the kitchen to check on dinner preparations, that a snowstorm was on the way. It had already hit Lawrence, and if anyone had any plans for going out that night, he had better forget it.

Friend Husband asked, "You mean you're not going to P.T.A. meeting tonight?"

"Well, dear, sometimes it pays to be a little sen-

sible," I replied. "Perhaps it would be foolish to go out tonight, because the car might be snowed in when the meeting is over."

It occurred to me casually that it was strange he remembered the date of the P.T.A. meeting. I began to wonder about it, but then something boiled over on the stove.

Son Dan came marching into the kitchen. "Dad says you might not go to P.T.A. meeting tonight. That means you won't sign my class roster to show you were there!"

It was a hard spot to get out of, and as his mom stumbled for words, Dan said, "Oh, heck! Oh, Hector!" And I felt like two cents.

Absence Makes the Heart Grow Guilty

During dinner the head of the house remarked, "I'm disappointed not to go to P.T.A. meeting tonight. You remember I was out of town and had to miss the last meeting, and this program tonight sounds like a good one."

I began to feel like a first-class heel. What kind of wife did my husband have, what kind of mother did my son have, that they both should be let down by my selfishness? Usually it was I who had to remind my husband that it was P.T.A. night. If he was becoming interested enough to do the reminding, then perhaps I ought to reconsider and go to this meeting, no matter how tired I was.

But in spite of these feelings of guilt, I said, "Why don't you go alone? Then I can get to bed early and you won't miss P.T.A. either."

He didn't like that idea at all. He didn't want to go alone.

That left little choice. Certainly it could not be on my conscience that my husband had wanted to go to P.T.A. and I had been the cause of keeping him at home.

for Life

Why was Dad so anxious to go to P.T.A. meeting that night? Like a good wife, Mom went along without asking questions.

We looked at the clock and saw that the meeting would begin in just five minutes, exactly the time needed to drive to Prairie School from home. There wasn't a minute for any changing of clothes.

I dabbed on fresh lipstick at the powder-room mirror and threw on a coat while my husband backed the car out of the garage. No time for anything more, though I was a disheveled-looking P.T.A. member if ever there was one.

By the time we had found a parking space and gone inside the school, the minister from our own church had begun the devotional. I mentally kicked myself for having missed part of it.

We sat down in our seats near the front—the only ones left—and I began to look myself over. My shoes were encrusted with Lawrence mud, the kind that sticks like glue. A wide runner marched down one stocking. As I leaned back in the chair, a sleeve seam gave way at one shoulder. Cautiously, I ran one hand across it to learn the damage and found that several inches of bare skin were showing. I put the coat back on and resigned myself to wearing it the rest of the evening, though the building was quite warm. And I remembered that my hair had not been combed since noontime.

Where Honor Is Due

With no part in the program, I could only hope that nobody would notice. At least, I had been a good wife and had come to P.T.A. with my husband when he wanted to come. The mere thought made me despicably self-righteous, but I was not above enjoying it.

The business meeting was short. Then the presiding officer announced that the principal, Mr. Malone, would take the chair to present life memberships. "Wonder why they're giving them out so early this year?" I thought. "Last year the life memberships

were given at the teachers' tea at the end of the year."

But this wasn't too important, as I began to wonder idly who had been chosen this year to receive life memberships. Mr. Malone was describing the qualifications of the first person. Before he had got too far it was clear that Jody Vess was the recipient. I thought, "How nice! Jody certainly deserves it."

As Jody came to the front to stand by Mr. Malone, I noted that she looked lovely as always. Not a hair was out of place, and she was beautifully groomed. I slid down into my seat, grateful that it was Jody who had been called. She had had great cares this year, with young David's operation, but even so, her P.T.A. work was done right on schedule.

Another name was called and another. I mentally endorsed the choice of a school board member for recognition; these citizens seldom receive the honor they so richly deserve. A local editor who is a loyal supporter of school activities was another recipient. I beamed upon him with pride as though I had done the choosing.

Someone else was being introduced, but I couldn't figure this one out. Mr. Malone said something about "prominent in community affairs . . . always does a good job . . . ever willing to help." Who on earth could this one be? Probably nobody I knew at all.

I didn't tumble until I heard him ask someone to come forward—me. I slapped my hand to my forehead and shouted, "Wha-a-at?"

My husband and our minister roared with laughter and patted each other on the back. The crowd joined in. I had heard the saying "Even your best friends won't tell you" (used in another sense), but all I could think of was that none of my best friends, not even my husband, had told this well-kept secret. And there I was, trapped in the worst looking attire ever seen at a P.T.A. meeting.

I took the coat off and held my shoulders too erect, hoping that the split seam wouldn't show. Then, with wonderful friends laughing with me—muddy shoes, wrinkled dress, uncombed hair, and all—I went forward to receive a life membership in the P.T.A.

Amidst the chuckles I looked at my husband. Though he was smiling, he had tears in his eyes. He returned the look and saw tears in my eyes too. We both knew how great was the honor that had been bestowed on me that night, and both of us were grateful.

As we left the school to go home, the skies were clear. The snow had by-passed us after all.

"Thank you for being my first national publisher," writes Mildred Johnson, a busy housewife and active P.T.A. leader (currently third vice-president of her county council). Mrs. Johnson has joined the ranks of free-lance writers, with two books and a number of articles on the road to publication.



WORTH A TRY

Friends on a Farm

A children's farm is the delightful addition that the Edinburgh (Scotland) Zoo has made to its facilities. Parties of schoolchildren are allowed to help at the farm under the supervision of assistants and students from the Royal School of Veterinary Studies. The children load miniature farm carts, distribute feed, care for animals, do raking, and perform other farm duties.

"National Parent-Teacher" on Film

Many libraries are now microfilming their copies of the *National Parent-Teacher*. Here are a few representative examples: *Alabama*, the M. Paul Phillips Library, Birmingham-Southern College, Birmingham; *Illinois*, Peoria Public Library, Peoria; *Massachusetts*, Boston University School of Education Library, Boston; *New Jersey*, Paterson State Teachers College Library, Paterson; *South Carolina*, State A. and M. College Library, Orangeburg; *Texas*, Odessa College Library, Odessa; *Washington*, Spokane Public Library, Spokane. Write to the *National Parent-Teacher* for the names of libraries in your vicinity where the microfilms are available.

Sizing Up Science

Talented high school youth will have an unusual chance to try for scientific and engineering careers this summer under a plan sponsored by the National Science Foundation. More than a hundred colleges, universities, and research institutions will offer special summer training for high school students. At the summer institutes the youngsters will be exposed to college-level programs in mathematics, engineering, and other sciences that will help them decide whether they wish to prepare for careers in these and related fields.

Most of the programs will be free, even to room, board, and travel costs,

but some will require the students to pay part of the costs. Each college or university will select its own students. A list of the participating institutions may be obtained from the National Science Foundation, Washington 25, D. C.

Save Our Scenery

Litter in our parks and on our highways not only offends the eye; it also is costly to remove, spreads disease, starts fires, and causes accidents. Good citizens clean up as they go. They also cooperate with Keep America Beautiful, a national nonprofit organization on whose advisory council the National Congress of Parents and Teachers is represented. For project ideas write Keep America Beautiful, Inc., at 99 Park Avenue, New York 16, New York.

Welcome to Women

Let's face it, girls—in many parts of the world some prejudice against women still exists in the trades and professions. But in the new scientific and technological professions there's considerably less prejudice, and hence more opportunity, according to a report by the International Federation of University Women. Here are some of the new jobs for women that were reported by various countries: operation of electronic calculating machines (Austria); studies and laboratory work in nuclear energy (Belgium); petrography—the classification of rocks (Brazil); radar and machine designing (Switzerland); work as scientific literary recorders (South Africa).

Thought Before Action

How much time does the average school board spend discussing the philosophy of education? Well, the Fairfax County, Virginia, board spent two entire days last fall doing just that. An administrative consultant helped the board members, the superintendent, and six assistant superintendents to

consider objectives and a statement of philosophy that could be used as a general guide for school administrators.

Read as You Ride

Citizens of Westport, Connecticut, decided that the town's commuters didn't use the public library enough. So during National Library Week they did something about it. On April 13, at the hour when commuters are starting out for their jobs, a battery of workers handed out books at the railroad station. As an added attraction, a group of authors were on hand to talk to the briefcase-bearers. At least one of the authors (George Balanchine, ballet master) employed a good attention-getting device: a ballerina in costume.

An Idea Comes to Birth

When the stork arrives sooner than expected, the person who has to rise to the occasion is frequently a policeman. So in South Portland, Maine, rookie policemen will be given a rudimentary course in obstetrics as part of their first-aid training.

Dogs Take a Back Seat

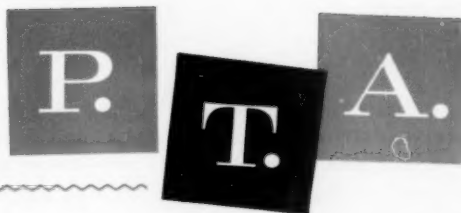
Like to take your dog with you when you go out for a drive? Look out! A dog in a car is a potential driving hazard. Don't permit him to put his paws on the driver's back, sit in the driver's lap, or stand up in the front seat. Instead, train him to stay in a corner of the back seat and keep his muzzle shut. If Fido won't do that, he belongs at home.

Keep It Cold

Frozen foods in store display cabinets should be kept at zero degrees Fahrenheit or below, says the Association of Food and Drug Officials. Above this temperature frozen foods deteriorate rapidly.

Keeping Pace

with the



Direct Male

SOME YEARS AGO when Emeric Holderith attended his first P.T.A. meeting in Carteret, New Jersey, members of the Washington-Nathan-Hale unit rose to their feet in surprise. Never before had a man been a member of that particular association. The women asked Mr. Holderith—a newcomer to Carteret as well as to their P.T.A.—if he would make a speech. He would. “Husbands should take the same interest in their children as do wives,” he asserted. “Both parents must understand the problems which confront our educators and our children. There is no better way to do this than by attending P.T.A. meetings.”



For five years (Mr. Holderith hasn't said whether they were long or short) he pretty much represented his sex in his P.T.A. Then other men began to join. In the meantime Mr. Holderith had become president of the Washington-Nathan-Hale unit and had joined the Carteret High School P.T.A. when the older of his two children went on to high school. Mr. Holderith takes an interest in all civic affairs, especially projects pertaining to children. Mrs. Holderith is, of course, also active in the P.T.A.

Books for Bassett

Bassett School in El Paso, Texas, had library shelves, but they were as bare as Mother Hubbard's famous cupboard. The Bassett Intermediate P.T.A. took steps to end that state of affairs, and end it fast. Guided by Mrs. Lawrence Daniels, a “Books for Bassett” drive got under way. For five mornings a local TV station carried an appeal to the public.

Newspapers too cooperated. Not only was there a response from the public, but it was overwhelming. Used books and magazines were given in plenty, and one generous firm even donated more than six hundred dollars' worth of brand-new books. Some of the reading materials contributed were not needed at the school, so these were sent to the libraries of new grade schools or to hospitals. Now the once bare shelves are bearing up nobly under a treasure of books for children.

This School Deserves Its Name

Parents of cerebral palsied children in San Diego, California, get help, information, and inspiration from parent education classes sponsored by the Sunshine School P.T.A. Through these classes the parents learn to understand the many problems they and their handicapped children face. Each week a clinic is held where P.T.A. volunteers help to weigh and measure the children and to give them periodic health examinations.

Of Views and Viewers

The Lincoln, Nebraska, Council's “Teletalk” project is a striking example of how successfully P.T.A.'s cooperate with universities. Twelve P.T.A.'s participated in a biweekly television program put on by the University of Nebraska station, KUON-TV. Several of the P.T.A.'s organized viewing groups in homes and schools. The first item on the television program is fifteen minutes of background information on such topics as “The Sense of Adolescence.” After this, the viewing groups discuss the topic for forty-five minutes. Then representatives from the groups go to the TV studio to broadcast a half-hour report to a moderator on the conclusions reached by the individual groups. This usually brings on a lively discussion, which is also broadcast. Representatives of the Lincoln public schools are on hand for the program at the studio. The state congress feels that this project may be the beginning of a state-wide movement in radio and television discussion programs, and that it can become a valuable means of furthering P.T.A. work.

Refreshing Conclusion

A summer clinic in remedial reading, set up by the Council of Parent-Teacher Associations in Duluth, Minnesota, had the help of the University of Minnesota in its testing. It also had the enthusiastic participation of the students—not surprising, since its last week's work was given at a delightful summer camp.

How One School Got Out of the Woods

A clean-up program in some localities means picking up cans, bottles, and waste paper. But in the play area around the new two-room school at Swan Valley, Montana, it meant getting rid of brush, rocks, and stubble. Swan Valley is a town of less than three hundred inhabitants, situated in the dense, primitive woodland of western Montana. It is eighty miles from the nearest medical and dental services, and until quite recently it had no telephones or electricity. It was a great triumph when the hardy citizens succeeded, after long effort, in consolidating their two-classroom school. But the uncleared play area was unsafe, especially since an access road cut right through the middle. What to do? Organize a P.T.A., of course. Sure enough, the unit's first project was a school-ground cleanup. That's all done now, but the P.T.A. isn't stopping for a moment. It plans to landscape the area and protect the children by building a fence.

The Skills of Skiles

The P.T.A. of the brand-new Skiles Junior High school in Evanston, Illinois, had three wishes. It wanted to keep parents' interest in the P.T.A. just as keen in the junior high school unit as it had been, or still was, in the grade school unit (a problem of many P.T.A.'s). It wanted to gain the support of parents who came from unusually varied economic and social backgrounds. And it wanted to get active participation from teachers.

The members found a magic lamp that enabled them to fulfill all three wishes at the same time: the *National Parent-Teacher*. After choosing their themes ("Your Part in Your Child's Education" for the first year; for the second, "New Dimensions in Education"), they studied back issues of the magazine for ideas on program subjects, suggestions for further reading, and even speakers. Two *National Parent-Teacher* contributors—Freda Kehm and Maria Piers—have addressed the unit or one of its parent education study groups.

Result: Interest has remained at the peak and attendance is high. Teachers have joined in with enthusiasm. The best attended meeting of the year is the "Night in the Classroom," when teachers discuss

their aims, working methods, and goals so that parents can better understand them. In return the parents honor the school staff at a supper just before the end of the school year.

Not only have Skiles' three wishes come true but there have been a number of fringe benefits, too. The



A group of Skiles P.T.A. leaders. Left to right, Mrs. Lloyd Larson, membership chairman; Mrs. Edmond F. Ricketts, program vice-president; Mrs. Milton Gottlob, publications chairman; Igor de Lissovoy, art chairman; and Mrs. Matthew M. Steiner, president.

unit has grown so fast that now, in its second year, it is on a secure and solvent basis and has successfully met a budget of seventeen hundred dollars. And as you might expect, the magazine and other pertinent publications sell well at each meeting. It's not surprising that extra copies of the *National Parent-Teacher* have been purchased by the unit and placed on the P.T.A. shelves in the school library so that everybody may see and use them.

These Children Are in the Swim

Some of the first-graders in Hialeah, Florida, had to cross the Red Road Canal to get to school. Since accidents do happen when children are near water, the Mae N. Walters Elementary P.T.A. last year sponsored a summer safety program to teach next fall's first-graders to swim. Parents did the teaching with the help of students from a nearby high school. By the end of the summer sixty-two children were able to qualify as swimmers.

Big Feat

Six hundred and seventy-two feet—that's the record set by the Richland, Washington, Council's health and safety committee, which helped doctors examine 371 children during Foot Care Week last fall. The purpose was to discover potential foot problems in time to prevent disabling complications.

DON'T THROW

Who hasn't seen a child take a beautiful and expensive toy out of its box, gaze at it with respect—and then lay it aside and fall to playing with the wrappings? There's a lesson here for parents eager to develop a child's imagination and manual skill.

"PRETEND I'M THE MOTHER. Johnny can be the daddy, and Mary can be our little girl. These boxes can be our house, and the wagon can be our car," Marlene suggests to her young friends.

"Let's play cowboys and Indians," the boys yell as they run and hide behind a fort of large wooden crates.

In make-believe play, which is as real to children as are adult activities to grownups, one of the most versatile of all materials is boxes—boxes of wood, of cardboard, boxes of all sizes, shapes, and forms. The child architect stacks boxes on top of one another, lines them up in a row, sets them on end, and then touches them with the

magic wand of his imagination to turn them into a boat, house, garage, cage, stage, zoo, or whatever his fancy calls for. He climbs into a wooden crate or tumbles it around the yard, for this gives him a feeling of mastery within his world. If a box is too large or heavy for him to handle alone, he won't exert himself dangerously, but will ask his playmates to help.

Children, as we know, possess a healthy curiosity about their environment. They need opportunities to explore, manipulate, and experiment in safety. Boxes will stimulate a child's creativeness and help him to understand the why's and wherefore's of things around him. They are among the best possible materials for a child's creative imagination to work with.

What are some of the imaginative games children can play with cartons and boxes? Food store, for one—that is, if mother has remembered to save a few empty food containers. Children can make their own counter by turning large wooden boxes upside down or placing a board across two smaller ones. A toy cash register and paper money add the final touches. Young customers will purchase groceries at this supermarket for hours on end, while Mother enjoys her freedom from the usual interruptions of "What can I do now, Mommy?"

Another imaginative game is a big hit when a child is going through the inevitable circus phase. "We have dogs and cats," says Jimmy, "but a circus has more animals. What can we use for animals?" "Make your own" is the best answer. All sizes and shapes of cardboard boxes can be transformed into sculptured animals. Mother—and Daddy too—can have fun supervising and entering into this activity. Choose a medium-sized box for the body of the animal, a smaller one for the head, and tooth-paste cartons or similar containers for legs, ears, and tail. Glue the

THAT BOX AWAY

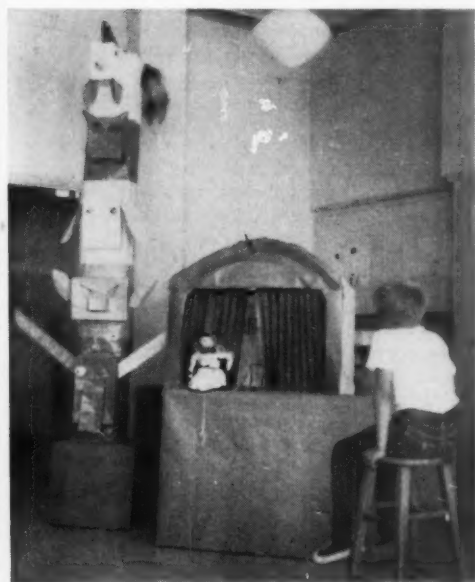
FLORENCE RANDALL

boxes together with paperhanger's paste, and cover the seams with tough paper. Paste two or three more strips of paper around the figure, and add a layer of cheesecloth for strength. A final layer of appropriately colored paper (wallpaper is good) adds life and color to the figure. Animals of all descriptions will soon leap into being.

Then, let's not forget the many and various dramatic activities of youngsters. Sometimes children are the actors; sometimes they prefer projecting themselves through puppets. The puppets may be nothing more than small dolls, stick figures, or stockings with buttons sewn on for facial features. And for the stage, what could be simpler than a cardboard box or an arrangement of boxes? Sometimes the puppeteers want to cover the outside with paper, paint a backdrop, or make cloth or paper curtains for a more realistic stage setting.

It's Done for Show

Another project almost every child enjoys is a peep show. Undoubtedly the person who gets the biggest thrill out of this exhibit is the one who makes it. He cuts away a portion of a shoe-box cover and pastes colored cellophane over the opening. He also cuts a small, square opening at one end of the box for the peephole. Bits of



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Youngsters in one elementary school classroom made an intriguing totem pole and a puppet theater, complete with pleated curtain, out of boxes.

sponge, pebbles, twigs, feathers, cotton, spools, toothpicks, and all sorts of small items are securely glued down inside to portray his favorite scene. The outside of the box may even be decorated with the artist's own designs. The proud owner will gladly hold his peep show near the light for all his friends to view.

One classroom that was slated to put on a special program decided it would be fun to make a totem pole. (It would be just as much fun to make at home.) The children glued boxes together one on top of another and then glued strips of paper to the seams for reinforcement. Ends of round boxes were cut out to form the eyes, sections of tooth-

paste boxes became teeth, and portions of large cereal cartons furnished the nose and ears. A layer of newspaper was pasted on to smooth out the connections between the boxes. The final layer of paper was painted and shellacked.

A boy who wants to be a carpenter can easily build furniture with a hammer, a few nails, a saw, and some wooden boxes. A little girl can have fun covering boxes with cloth or paper to make bedroom chairs and dressers. What is still more delightful, every one of her dolls can have a bed of its own. Cardboard boxes from matchbox size on up are suitable. Appropriately sized sticks are glued to the box to complete the bedstead (popsicle sticks are fine for the matchbox beds). Even baby doll has a right to her own cradle. A cylindrical oatmeal box is perfect for this. All the little mother needs to do is to tape on the lid and cut out a portion of the box.

Children like to have a handy storage chest in which to keep their materials, so why not a decorated and fitted one like the portable chest in the picture? This project appeals to Mother as well, because it helps keep the house tidy.

Wee tots too can have fun with boxes. Nothing can take the place of blocks for the two-to-threes, so let's securely tape empty boxes that little hands can pile up to represent tall buildings, bridges, or boats. Children also have fun painting or coloring the blocks. Of course, these won't last as long as wooden blocks, nor will they withstand rough usage; still, they are easily replaced at no expense.

Every mother appreciates something her son or daughter has made especially for her, and boxes can be used to construct no end of surprises. How

often Mother has to rewind a ball of string or yarn or can't find the ball when she wants it! A sturdy string box will keep both the ball and Mother's nerves from becoming frayed. Cut down a round or square box, place a ball of string in it, and pull the string through a hole in the bottom. Now replace the lid and fasten the box to a convenient spot on the wall or in some other handy place. Never again need Mother have string or yarn worries!

Then, what parent (or child, for that matter) wouldn't like to have additional containers for storage or an unusual wastepaper basket? One child may cover the outside of a box with cloth on which he has stenciled his own designs, while another may prefer a hand-designed paper. Some children may even wish to line the insides of their boxes. Any of these makes an appreciated gift.

Other Priceless Gifts

Again, Big Sister's birthday may roll around, and Little Sister (or Brother) may find this week's allowance well-nigh vanished. But Big Sister will be thrilled with the sparkle of a cardboard or wooden jewelry box covered with sequins or colored glitter.

Where can you get all these boxes? It's simple. Just think of all the milk cartons you throw away every week! This humble container is one of the biggest boons you can give to a creative child. He can convert it into animals, bridges, furniture, baskets, boats, cars, trucks, houses, puppets, lanterns. And his vivid imagination can dream up many other things besides.

Even the egg carton comes in for its share of recognition. Within a very few minutes children can turn it into a beautifully colored car. (The little girl in the picture tells you wordlessly how much she prizes hers!) All they have to do is to cut out four round wheels and staple them on. Cut a square section out of the lid, paint the car, and a little girl's doll is ready to take off on an exciting imaginary trip.

No matter what kind of box, food carton, or wooden crate is available, children derive more meaning and pleasure from objects they have created themselves. Help your children to give free rein to their natural instinct to create. Or rather, just give them some boxes and let them start!

In addition to having fun with boxes, the Randalls and their four children like to travel through North America via sailboat or house trailer as well as in more conventional conveyances. The Randalls also write books and articles, and Mr. Randall teaches at Texas Technological College.



Carole had as much fun making her little car as she has playing with it.

This child has made a handy portable storage box in which to keep her materials.



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IT'S

Tuesday

TODAY

TERRY CAME DOWN THE STEPS much faster than usual. "It's *Sunday* today!" he announced as he sat down for me to tie his shoes and button his shirt. On Friday I had told him that Daddy would be home on Sunday. And home he was, though he was still asleep, tired from a week's work out of town. But Daddy was up that evening when Terry inquired, "Going to eat now?" I replied teasingly, "I'm too hot to make supper. You will have to make it tonight if you want to eat." We grownups continued our conversation and after a few minutes were interrupted with the laconic invitation, "Come and eat."

Surprised, we got up to look. The table was perfectly set; there was even milk poured carefully in the glasses. (Terry must have learned to pour without spilling at school. I had always done it for him at home.) There was a kettle of wieners simmering on the stove, and the chairs stood around the table. Terry served the meal—three wieners for everyone else and an extra one for him. "Boys does eat much," he said. He was very proud of himself, and we of him.

"It's *Monday* today!" I agreed with him and he went on. "It's *June*." He pointed to the June calendar to show me. On the June calendar leaf was a blue indigo bunting. In May it had been a house wren. We were learning the birds as we reviewed the months.

"It's *Tuesday* today!" Tuesday, for some reason, is a day he especially likes to announce. Why, I do not know. Perhaps it has some special significance at school; perhaps he just likes the sound of it. Sometime I must think to ask his teachers. This morning Terry drew back the curtains at the kitchen windows

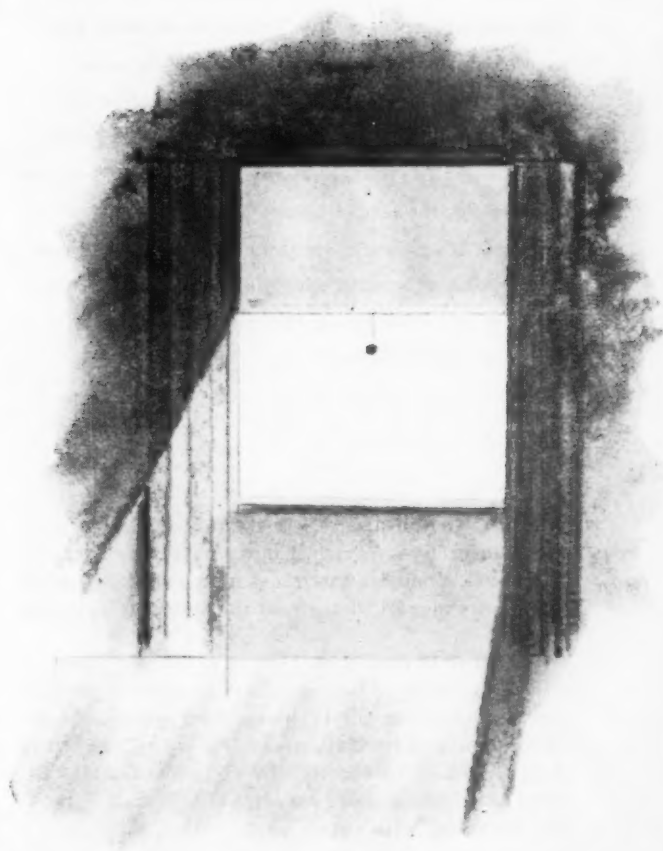
(which I always leave closed until he comes down) with the remark, "I make it light for you." How deep a meaning these words held for me!

"It's *Wednesday* today!" Well, it's taken seventeen years to learn, but today Terry came down with his shirt buttoned all by himself. His fingers are blunt, rather soft and helpless. We've struggled with buttons for so many years. So we celebrated by patting each other on the shoulder, and I promised to tell his teachers.

Journey into Time

Thursday, Friday, Saturday . . . Why make so much of each day? Because each day is important to Terry. How would you like not knowing what day it was? Wouldn't it make you feel rather like dangling on the end of a string that stretched into nowhere? A year ago Terry didn't know the days. He learned them in school. It must have taken patient, methodical repetition.

Terry learned another thing at school. He learned to tell the hours and half hours. After that I bought him a watch. That watch, next to his record player, is his dearest possession, and he takes very good care of it. He knows what time the milk bottles have to be



This true story of a mother's experiences with her mentally retarded child was submitted to us by Martin Tonn, coordinator of special education at State College, Moorhead, Minnesota. As Dr. Tonn points out, "The author relates, with unusual warmth and insight, the problems and joys of a retarded child and his parents. Her story is eloquent testimony to the value of special education programs, financed by local and state funds, that help meet the needs of such children."

put out, when meals are served, and when to turn on his favorite TV program. I never have to tell him to go to bed. When his watch says nine o'clock he comes and shows me, and I turn on the stairway lights for him.

It isn't only time that Terry has learned about at school, as I realized one afternoon a couple of months ago. I was taking Terry home from school. As we drove past the City Hall, where Old Glory was flying, Terry pointed to the flag in excitement and said, "See!" Rather absently I asked, "What is that, Terry?" He answered with much pride, "My 'Nited States of America." That brought me up short. I said, "What does that mean?" He answered, "Kids at school—band playing and marches." In a normal child of his age perhaps the name would have a different meaning, like "the right to education, freedom, and democracy." But Terry's explanation was just as good. We both understood it.

A Widening World

There was a time when, as a result of several unfortunate happenings, Terry was afraid of people. I dreaded taking him downtown, for people stared at him and he just wilted in misery. I felt I couldn't take him to church, so I stayed home myself. Then he started to school. His scholastic record didn't reach a high peak, but through companionship, patience, and contact with others of his kind, he blossomed out in friendliness and sociability. Today this same Terry can hardly wait for Sunday and the sermon at church to end so that he can walk through the hallway with his hand outstretched and a smile of greeting on his face. People respond to him likewise. Terry's comment to our pastor is always, "I like your church" or "I like your choir" or "I like your Christ."

School has intensified the best of Terry's interests. His teachers have accomplished this. He has grown in faith, love of music, the ability to perform simple

tasks with his hands, a sense of responsibility toward others, and politeness and thoughtfulness far beyond those of any other member of the family. His speech too has improved.

In our family everything revolves around Terry. Though we know he can never be normal, his goodness has brought out the best in all of us. No one begins a meal without saying grace; Terry would not tolerate it. No one leaves the table early without hearing his soft reminder, "Excuse yourself," and no one ever uses bad language without being gently reprimanded, "Don't say bad words. I pray for you not swear."

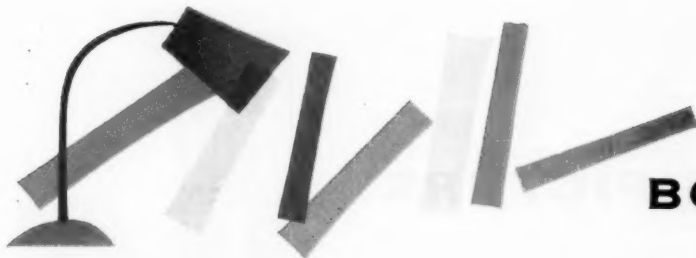
This, too, is due to the careful training Terry has received at school under his two teachers, Mrs. Hansen and Mrs. Solum. I've tried to carry on with the things they have taught him, and I rejoice over every new thing he can do. It seems to me that training children like Terry in the right direction, helping them to cope with everyday problems, means much more than teaching them academically.

Terry, Technician

For instance, he has learned to handle various electric appliances. How well he can take care of a situation that could have been disastrous showed up about a month ago. We have an old refrigerator in our kitchen. The motor had stopped running, and I had carelessly left the electric cord plugged in. I was in the garden when I heard Terry call, "Come see!" I paid no heed till I saw a puff of smoke come out of the kitchen door. I ran in to find the kitchen well filled with smoke, and Terry said, "I fix it. I pulled the plug." He had indeed. He had disconnected the refrigerator, opened the bottom compartment, where the overheated motor had set fire to the wires, and put the fire out. When my older son came home to rewire the motor he said, "Big deal! You'd better begin going to Terry's school and let him stay home and take care of things." One of my Camp Fire girls, when I talked about it, said, "Just what is wrong with Terry anyway? I wouldn't have known enough to pull that plug out!"

Terry isn't the only boy who has benefited from his teachers' efforts. In his class there are fifteen youngsters of different ages, dispositions, and degrees of liveliness, who have been molded into a well-behaved, marvelously happy group of children.

The class is named the Child Development Class, and it is well named. The children *have* developed—slowly, it is true, but surely. It has seemed like a miracle, but it is not a miracle. It can happen anywhere. To make it happen there must be, first of all, citizens who care; second, a school that is willing to deal skillfully with the problem; and third, and most important, trained, dedicated teachers who know how to bring the light to special children—and teach them to pass it on.



BOOKS in review

UNDERSTANDING THE CITY CHILD: A BOOK FOR PARENTS. By Dorothy Barclay. New York: Watts, 1959. \$4.95.

Is a city a good place to rear a child? Who should know better than Dorothy Barclay, herself a New York City child before she grew up to become parent-and-child editor of *The New York Times*, an apartment dweller, and the mother of five? "The best place to raise children," says Mrs. Barclay, "is where their parents—reasonable, responsible parents—are best satisfied and most at ease." Moreover, "the city child of city parents . . . can have as rich and full a childhood as his counterpart in suburb or country."

But a city parent may need to become more aware of the city's special opportunities and also of its special problems and dangers. How? One way is by reading this book. *Understanding the City Child* contains information of two kinds, all of it absorbingly interesting. First, there are facts and opinions of specialists in child care, as in the discussions of the special problems of children in large families and of "only" children. This information was carefully distilled from published research and personal interviews during the ten years Mrs. Barclay devoted to the preparation of the book.

Second, there are concrete suggestions for taking advantage of city life in all its many-sidedness, such as ingenious ideas for helping children study nature in the city. With rare skill Mrs. Barclay makes scientific findings and practical knowledge illuminate and reinforce each other. Yet she preserves a strict impartiality. Where experts disagree, she is careful to give the opposing views so that parents can make the final decision themselves.

Mrs. Barclay's sprightly and readable book may hold for your boy or girl a key to the wisdom and wonder that is the city. For you it may hold an opportunity to recapture a glamour and zest that may have been forgotten in the bustle of a workaday life.

SCHOOL BOARD LEADERSHIP IN AMERICA. By Edward M. Tuttle. Danville, Illinois: Interstate, 1958. \$4.50.

"Here in America no greater honor can be conferred upon a man or woman by a community than selection as a member of the local school board," says Edward Tuttle at the beginning of his book. And he addresses it both to those who have received that honor and to others closely related to them—administrators, teachers, students, parents, and groups working to improve our educational system. It is designed to help them toward a broader outlook, greater understanding, and added inspiration. No thoughtful reader can fail to feel that the author's aim—lofty as it is—has been realized.

This is hardly surprising, for Mr. Tuttle has been a university professor, executive secretary of the National School Boards Association, editor of textbooks and encyclopedias, and, significantly, school board member. His con-

tributions to education have brought him many honors, including a life membership in the National Congress of Parents and Teachers.

School Board Leadership in America contains chapters on leadership responsibilities, stumbling blocks, moral and ethical values, pressures from outside, the curriculum, finance, teamwork with teachers, public relations. Here too we may read about the history and practice of school boards associations. Two concluding chapters discuss the present challenge to strengthen our system of free public education as the safeguard of democracy.

Interspersed throughout this book is a series of quotations from great men, among them these words of Plato: "The strength of a democracy is judged by the quality of the services rendered by its citizens." In writing a book so full of wisdom, so deeply thoughtful, and so calmly reasonable, Mr. Tuttle has performed a service that will help to keep our democracy strong. *School Board Leadership in America* belongs on every parent-teacher bookshelf as a resource for careful reading and frequent reference.

YOUR GIFTED CHILD. By the U.S. Children's Bureau. U.S. Government Printing Office, Washington 25, D. C. 20 cents.

What are gifted children like? What can we do to prevent the terrible loneliness that sometimes surrounds them? What can be done for them by teachers? The community? The P.T.A.? These are some of the fundamental questions to which you can find helpful answers in this realistic pamphlet. Its last question is probably the one most frequently asked by parents: What are the things that they alone can give their gifted child? The answer, which is both reassuring and stimulating, can bear rich fruit for gifted children and their parents.

SAFETY SANITY AND THE SCHOOLS. American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D. C. 25 cents; discount for quantity orders.

The tragic fate of the children who died in the terrible fire at Our Lady of the Angels School in Chicago last winter and in other recent school fires has aroused citizens throughout America to the determination that our schools must be made safe for children. The purpose of *Safety Sanity and the Schools* is to explain what steps should be taken to assure an adequate school fire safety program—and by whom. It points out the specific responsibilities of the school board, the superintendent, the school staff (principal, teachers, custodians), and even the pupils.

Ultimately, however, "the safety of any school building . . . will depend in no small measure upon what the community holds to be important and the action that the community takes." This brief yet comprehensive booklet will be a useful guide to all community leaders.



MOTION PICTURE previews



PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

FAMILY

Suitable for children if accompanied by adults

Darby O'Gill and the Little People—Buena Vista. Direction, Robert Stevenson. Darby O'Gill, caretaker of an unused Irish manor house, is endowed with a pretty, spirited daughter, a mild aversion to work, a deep-seated thirst, and a flair for "the little people." When he is replaced by a young man, he is faced with the sad and face-losing prospect of moving from the gatekeeper's house to a small cottage. However, with the help of his old friend, the king of the leprechauns, he contrives to marry off his daughter to the handsome new caretaker and retain occupancy of the gatehouse. For good Irish flavor we have a horde of wildly jiggling leprechauns, a chillingly awesome banshee, and a frightening coach of death. The Irish brogue is occasionally difficult to understand, but the settings are colorful and lovely. Leading players: Janet Munro, Albert Sharpe.

Family	12-15	8-12
Lively Irish fantasy by Walt Disney	Same	The banshee may frighten the very young

Festival Time—Warner Brothers. Direction, André de la Varre. An entertaining short describes many of the quaint, picturesque festivals held yearly in Europe and the unusual traditions or historic events from which most of them spring. For example, in the little village of Dinkelspiel, a Middle European storybook town, there is a festival called the "Children's Ransom." It celebrates a medieval victory when a troop of children, courageously marching back and forth in front of the enemy, melted the hearts of the invaders and kept the city free.

Family	12-15	8-12
Very good	Very good	Very good

It Happened to Jane—Columbia. Direction, Richard Quine. A lively, fast-paced farce in which Doris Day plays the part of a lobster woman in a small Maine village, and Ernie Kovacs a snarling, cigar-smoking villain. When, through the negligence of train officials, three hundred of Miss Day's prize crustaceans come to an untimely death on a railway siding, she refuses to accept a settlement of the cost per lobster because the mishap has lost her several valuable accounts. Drawn into the whirlwind of conflict are Jack Lemmon, reluctant lawyer but devoted suitor; warm- and cold-hearted townspeople; a handsome city newsman; and, through the magic of mass media, thousands of vociferous sympathizers all over the nation. Zany, wholesome comedy. Leading players: Doris Day, Jack Lemmon, Ernie Kovacs.

Family	12-15	8-12
Delightful nonsense	Same	Same

The Little Savage—20th Century-Fox. Direction, Byron Haskin. Far from being a "little savage," our small hero is as well-mannered and docile a castaway as any you could find in all the Seven Seas. As for the evil-eyed pirate who joins him on his desert island, he is so thickly encrusted with the accoutrements and mannered speech of the fictional pirate, including a parrot and buried treasure, that it takes a long time to find out whether he is human. Then our little savage suddenly grows up, primitive islanders arrive to carry out a bloody ritual, a beautiful lady is rescued, and romance follows. As a finale there is a fight to the death between the pirate, now an old man, and a treach-



A scene from the whimsical *Darby O'Gill and the Little People*.

erous former shipmate. Leading players: Pedro Armendariz, Terry Rango.

Family	12-15	8-12
Poor	Poor	Poor

The Sad Horse—20th Century-Fox. Direction, James B. Clark. The sensitive acting of David Ladd, as a boy left with his dog at his grandfather's while his widowed father remarries, and the bluff horse sense of Chill Wills are not enough to counteract a saccharine, synthetic plot. The "sad horse" is brought to Wills' boarding farm for horses because he has lost his pal, a wire-haired terrier, and refuses to race. Then he makes friends with David's wire-haired dog and perks right up. Poor casting, script, and characterizations, particularly of the women involved, distort the story's moral. Leading players: David Ladd, Chill Wills.

Family	12-15	8-12
Good in part	Fair	Fair

ADULTS AND YOUNG PEOPLE

Alias Jesse James—United Artists. Direction, Norman McLeod. Whenever suave Bob Hope turns earnestly innocent (especially in the trappings of the late 1800's) he usually radiates an infectious nonsense. Here he appears as a hopeful but so far unsuccessful life insurance salesman. He has inadvertently sold a \$100,000 policy to Jesse James and has been ordered by an irate boss to return the money and get back the policy. The possibilities for fun would seem to be endless. Yet despite amusing touches—for example, a bespectacled little boy playing a piano at a party who tells Hope his name is Harry Truman—the comedy tends to be routine. Students rated the picture only fair. Leading players: Bob Hope, Wendell Corey, Rhonda Fleming.

Adults	15-18	12-15
Fair	Fair	Fair

Born Reckless—Warner Brothers. Direction, Howard W. Koch. Jeff Richards is a popular rodeo performer; Mamie Van Doren,

a dance-hall singer and trick rider. These two team up with a grizzled old character who has raised Jeff "from a pup." The simple fellow's theory is that to handle a wild bronco and become a top rodeo rider a man must have a streak of wildness in him. But Jeff has another side, too. He dreams of winning enough money to buy a ranch, and, strangely enough, Mamie yearns to be just a quiet-loving housewife. Will he? Can she? We couldn't care less. Leading players: Jeff Richards, Mamie Van Doren.

Adults	15-18	12-15
Poor	Poor	No

The Cat—Ellis Release. Direction, Henri Decoin. The grim, hazardous activities of the French Underground during World War II and the brutal retaliations of the German conquerors provide the setting for a forlorn little love story. "The Cat" is a courageous, patriotic Frenchwoman who falls in love with a sensitive German officer whom she believes to be a Swiss journalist. The core of almost inhuman hardness in the French resistance is oddly balanced by the softness and ineffectuality of the German officer. Between them, we realize, the loyal French girl does not stand much of a chance. Tense, suspense-filled, shocking; well acted and well produced. English titles. Leading players: Françoise Arnoul, Bernard Blier.

Adults	15-18	12-15
Suspenseful	Very mature	No

The Eighth Day of the Week—Continental Distributing, Inc. Direction, Alexander Ford. A Polish picture that describes how two Warsaw students strive to hold onto love and hope in a world filled with frustrations, humiliations, cynicism, poverty, and, above all, moral apathy stemming from war. Authentic settings of the city's bombed buildings, its crowded, poverty-stricken homes, its narrow, cluttered streets, and a very modern department store are interesting. The acting is perceptive in a haunting but confused and not altogether successful drama. English titles. Leading players: Sonja Ziemann, Zbigniew Cybulski.

Adults	15-18	12-15
Interesting	Possibly too mature	No

Floods of Fear—Rank Organization. Direction, Charles Crichton. The devastation that a major flood brings, plus the tireless efforts to save those struck by the disaster, proves a vivid background for a melodrama about four survivors. The hero, a prison inmate falsely convicted of murder, is determined to kill one, the man who put him in jail. Then a young girl, whom the hero rescues not only from the river but also from the objectionable attentions of a second convict, entreats him to give up his plan. The photographic work is excellent, the camera telling much of the story without dialogue. The acting, as in many English films, is done in a low key. Leading players: Howard Keel, Anne Heywood.

Adults	15-18	12-15
Interesting	Interesting	Interesting

Green Mansions—MGM. Direction, Mel Ferrer. W. H. Hudson's South American adventure tale, with its touch of idealistic fantasy, has been transferred to the screen too literally to be successful. However, the photography of tropical woodlands is a visual delight, and the nymph (Audrey Hepburn) who lives within it is continuously fascinating—though less by what she does than by what she is. Her luminous, spiritual countenance, reminding one of the faces painted by Renaissance masters, and proud, childlike body impart quality to the film. Anthony Perkins' engaging personality enhances his role of conventional hero who comes into the jungle seeking gold and finds a "much richer treasure." Leading players: Audrey Hepburn, Anthony Perkins.

Adults	15-18	12-15
Languid except for Audrey Hepburn fans.		Slow
But, then, who isn't?		

Happy Is the Bride—Kassler Films. Direction, Ray Boulting. It isn't the father of the bride who gets the rough end in this amusing British farce but the bride herself. Pretty, jittery Janette Scott finds herself whirled helplessly around in a vortex of conventional pre-wedding activities. A horde of relatives descends on an already not very large house—including acid-tongued Aunt Florence (Joyce Grenfell). Adding to the confusion are the groom's business-executive father, with his aggressively well-meaning efforts; fumbling dressmakers; an irate cook ready to leave; and even the vicar, with his insistence upon rehearsals at the wrong times. At the final moment, however, the triumphant and radiant bride marches down the aisle. Leading players: Ian Carmichael, Janette Scott, Joyce Grenfell, Cecil Parker.

Adults	15-18	12-15
Amusing	Amusing	Fair

The H Man—Columbia. Direction, Inoshiro Honda. This Japanese horror film is an often ludicrous, occasionally pathetic, but nonetheless thought-provoking parody of grade C American science-fiction thrillers. The puzzling disappearance of a run-away dope smuggler, whose clothing and loot remain on the spot where he vanished, poses a mystery to which a young research scientist believes he has the answer: that persons subjected to radioactive rays as a result of H-bomb tests in the Pacific can disintegrate when brought into contact with an ooze-like substance, here created by the H-bomb fallout in water. At the end, a senior scientist warns the world that other terrors may await mankind if death-dealing bombs continue to be exploded. Leading players: Yumi Shirakawa, Kenji Sahara.

Adults	15-18	12-15
Matter of taste	Some	Mature

Last Train from Gun Hill—Paramount. Direction, John Sturges. Anthony Quinn is a self-made power in the cattle country. His weaking son, away from home on a drunken spree, kills an Indian girl, wife of the local marshal, Kirk Douglas—a former associate and close friend of his father's. The affection and respect Quinn feels for Douglas take second place when he realizes that the killer the marshal seeks is his own son. There is a bitter duel in which the father would not hesitate to take his friend's life if need be. The performances are skillful, but an emphasis upon dogged grimness robs the plot of flair and style, and certain improbabilities weaken the suspense. Leading players: Kirk Douglas, Anthony Quinn, Carolyn Jones.

Adults	15-18	12-15
Well-acted but rather long-drawn-out western		Mature

The Lost Missile—United Artists. Direction, Lester William Berke. A radar station in Alaska manages to warn Washington of a missile-shaped object from outer space headed for New York, before the station is destroyed by the object's intense heat. Tension builds up during the brief hour of time left as government agencies set frantically to work. A budget thriller that suffers from repetition of stock footage and a weak, stereotyped story. Leading players: Ellen Parker, Robert Loggia.

Adults	15-18	12-15
Matter of taste	Fair for science-thriller fans	

The Mating Game—MGM. Direction, George Marshall. In this rowdy farmyard farce Pop Larkin (Paul Douglas) makes his family's living by barter. No money passes through his hands if he can help it—much to the confusion of an Internal Revenue official (Tony Randall). Nor does the young man stand a chance before the family's steam-rolling matchmaking techniques. Daughter Debbie Reynolds is ripe for a husband, and he is elected. Pretty strenuous horseplay, some of it in dubious taste. Leading players: Debbie Reynolds, Tony Randall, Paul Douglas.

Adults	15-18	12-15
Matter of taste	Matter of taste	Broad (perhaps too broad) farce

The Naked Maja—United Artists. Direction, Henry Koster. Fact and history are blended in a familiar romantic pattern in this handsomely mounted tale of Francisco Goya and his love for the beautiful Duchess of Alba. The Inquisition is an active terror of the time; the people smolder in rebellion; and the king's favorite is plotting with Napoleon to take over the government. In the midst of this turmoil the popular peasant artist paints continually—frescoes in the church, court portraits, and toward the end, during the Duchess' exile, portraits of Alba. When he is arrested by the Inquisition, Alba saves his life, at the cost of her own. Anthony Franciosa creates a virile Goya, and Ava Gardner is beautiful as Alba. Leading players: Anthony Franciosa, Ava Gardner.

Adults	15-18	12-15
For those who like popular historic fiction	Mature	Very mature

The Rabbit Trap—United Artists. Direction, Philip Leacock. Ernest Borgnine, an honest, reliable, uncomplaining workman, has not advanced in his job. (He believes the reason is that he has not had a college education.) When he is suddenly yanked back to work on the second day of his third vacation in eight years he is deeply disturbed, partly because he feels he has failed his son. In their sudden rush to leave the vacation spot they forget a rabbit trap—set up, as he had promised the boy, to catch the creature as a pet, not to hurt it. The boy is inconsolable that night; he is sure a rabbit will be snared and will die. The father dreads the prospect of asking his busy, quick-tempered boss for the day off to free the trap, and also of facing his son if he does not. The picture poses several questions—primarily, what price must a man pay to preserve his

integrity? Simply presented, well acted and directed. Leading players: Ernest Borgnine, Bethel Leslie.

Adults	15-18	12-15
Interesting	Interesting discussion piece	Mature

Rio Bravo—Warner Brothers. Direction, Howard Hawks. Sheriff John Wayne's job is to keep an ugly killer in the county jail and ward off a prison break by the criminal's powerful outlaw brother and his gang until the U.S. marshal arrives. In addition to his two deputies—garrulous old-timer Walter Brennan and alcoholic Dean Martin—Wayne acquires the help of youthful gunman Ricky Nelson. An overlong melodrama supplies an opportunity for character development, although there is plenty of violence too. Leading players: John Wayne, Dean Martin, Angie Dickinson, Walter Brennan, Ricky Nelson.

Adults	15-18	12-15
Western fans	Western fans	Western fans

Riot in Juvenile Prison—United Artists. Direction, Edward L. Cahn. An idealistic psychiatrist takes over a training school for boys after a savage prison riot. He removes the armed guards, makes the prison school coeducational, and provides sports, dances, and a broad training program to make the young people self-supporting when they get out. The film has its heart in the right place, but the story is crudely contrived and the work of rehabilitation dangerously oversimplified. Leading players: Jerome Thor, Marcia Henderson.

Adults	15-18	12-15
Poor	Poor	Poor

The Roof—Trans-Lux. Produced and directed by Vittorio de Sica. In the tradition of the *Bicycle Thief* this sympathetic study of two youthful newlyweds (admirably played by non-professional actors) and their desperate struggle to find a cheap place to live in Rome exemplifies Mr. de Sica's directorial talents at their finest. The couple decide to do as countless others have done—build their own home, a squatter's shack. For once a squatter gets a roof on his shack, which friends and neighbors help him to build secretly during the night, the police of Rome cannot prevent his living there. The film tells the story of the young people's mad, nervous race to get the house built before dawn. Leading players: Gabriella Pallotti, Giorgio Listuzzi.

Adults	15-18	12-15
Excellent	Mature	Mature

Room at the Top—Romulus. Direction, Jack Clayton. An ironic English comedy about a cynical young man who plans to acquire both social status and material success by marrying a millionaire's daughter. Then he comes to love, for the first time in his life, an older woman who is unhappily married, and catches a glimpse of the kind of person he might become if he married her. Just after he decides to give up his original plan, the rich girl's father lays down terms by which he will attain all he has desired and schemed for. The young man's reversal of his decision, under pressure, results in the older woman's tragic death, and he begins his marriage with the bitter realization of the high price he has paid to achieve his goal. The acting is sensitive and perceptive. Leading players: Laurence Harvey, Simone Signoret, Heather Sears.

Adults	15-18	12-15
Excellent	Very mature	No

This Earth Is Mine—Universal-International. Direction, Henry King. Based on Alice Tisdale Hobart's novel *The Cup and the Sword*, this drama tells of conflict within the large, dynamic family of a powerful vineyard owner, a patriarch who believes that wine making is a noble profession. His favorite grandson protests that money is the criterion of success. Claude Rains, an admirable actor, is brilliantly effective in the role of the old patriarch. Dorothy McGuire is excellent as his childless daughter. Interest, however, is focused much more sharply on the emotional development of hero and heroine, enacted by Jean Simmons and Rock Hudson. Leading players: Rock Hudson, Jean Simmons, Dorothy McGuire, Claude Rains.

Adults	15-18	12-15
Good	Mature	Mature

Woman Eater—Columbia. Direction, Charles Saunders. A mad doctor, having heard rumors of a tribe in the jungles of the Upper Amazon that seems to bring the dead back to life, secretly observes tribal rules and ceremonies involving a carnivorous plant that devours young women. Believing that the clue to the revival of the dead lies in this plant, he takes a specimen (along with a native assistant) back to England. There he starts some murderous experiments. The obscenity of the plant and the ritual associated with it have unpleasant overtones of perversion. Leading players: George Coulouris, Vera Day.

Adults	15-18	12-15
In bad taste	No	No

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

The Shaggy Dog—Good.
Sleeping Beauty—Children, entertaining; young people, perhaps; adults, entertaining.

Family

Suitable for children if accompanied by adults

The Amo Girls—Excellent.
Hey, Boy! Hey, Girl!—Children, doubtful; young people and adults, for Prisma Smith fans.
Ride a White Horse—Excellent.
Snowfire—Children, fair; young people, slow; adults, fair.
South Seas Adventure—Children, with interpretation; young people, interesting; adults, very enjoyable.
This Is London—Excellent.
Tonka—Fair.
Watusi—Entertaining African adventure story.

Adults and Young People

The Affairs of Julia—Children and young people, entertaining; adults, light comedy.
Alaska Passage—Children, no; young people and adults, poor.
Al Capone—Children and young people, yes; adults, well produced.
Assignment Minkind—Very good.
The Bandit of Zhabo—Mediocre.
The Beat Generation—Children and young people, no; adults, tasteless.
The Black Orchid—Good.
Compulsion—A difficult theme holds interest.
Count Your Blessings—Pretty thin.
The Crawling Eye—Trash.
A Cry from the Streets—Children, tense; young people and adults, good.
The Devil Strikes at Night—Children, mature; young people and adults, good.
The Diary of Anne Frank—Children, mature; young people and adults, excellent.
Edge of Fury—Children and young people, no; adults, well produced.
Escort West—Mediocre.
First Man into Space—Sickening.
Gideon of Scotland Yard—Very good.
Gidget—Children and young people, very enjoyable; adults, fresh and appealing.
Good Day for a Hanging—Good western.
The Great St. Louis Bank Robbery—Children, mature; young people and adults, matter of taste.
Guamen at Laredo—Children and young people, fuzzy ethics; adults, routine western.
Guns, Girls, Gangsters—Children, no; young people and adults, poor.
The Hanging Tree—Good western.
The Hangman—Western fans.
He Who Must Die—Children, mature; young people, excellent but mature; adults, excellent.
Hot Spell—Children, no; young people, possibly too mature; adults, extremely interesting.
House on the Haunted Hill—Children, tense for some; young people and adults, for ghost-horror story fans.
Imitation of Life—Gilded soap opera.
I, Mobster—Children and young people, no; adults, matter of taste.
Intest to Kill—Children, tense but good; young people and adults, excellent.
The Last Hurrah—Entertaining.
The Last Mile—Children, no; young people and adults, poor.
Life and Loves of Mozart—Children, no; young people and adults, slight and pretty.
Little Island—Children and young people, mature; adults, brilliant and striking.
The Lone Texan—Routine western.
Mad Little Island—Amusing comedy.
Man or Gun—Children and young people, mediocre; adults, routine western.
Marianna of My Youth—Children, too mature; young people, mature; adults, matter of taste.
The Miracle of St. Theresa—Children and young people, mature; adults, interesting, unusual subject.
The Mistress—Children, no; young people, mature; adults, excellent.
Never Steal Anything Small—Children and young people, mature; adults, Cagney fans.
The Night Heaven Fell—Children and young people, no; adults, dull.
No Name on the Bullet—Children, no; young people, poor; adults, western fans.
Nowhere to Go—Children, mature; young people and adults, matter of taste.
Rally 'Round the Flag, Boys!—Children, no; young people, poor; adults, matter of taste.
Ride Lonesome—Children, mature; young people and adults, western fans.
Satanstoe the Magnificent—Children and young people, no; adults, Fernandel fans.
Sins of Rose Bernd—Children, no; young people, mature; adults, excellent of its type.
Some Like It Hot—Children, matter of parents' taste; young people, sophisticated slapstick; adults, matter of taste.
Shake Hands with the Devil—Vivid, fast-moving melodrama.
The Sound and the Fury—Children, mature; young people and adults, entertaining.
Taiga—Children, mature; young people and adults, good.
The Tempest—Children and young people, good; adults, fair.
These Thousand Hills—Children, no; young people, mature; adults, mediocre.
Thunder in the Sun—Children, some vivid violence; young people and adults, off-beat western.
The Trap—Children, no; young people and adults, tense crime melodrama.
The Unvanquished—Children, very mature; young people, mature; adults, excellent but slow moving for the restless.
Up Periscope—Fair.
Warlock—For western fans.
The Wild and the Innocent—Children and young people, amusing; adults, light western.
The World, the Flesh, and the Devil—Interesting.
The Young Captives—Children and young people, unwholesome; adults, matter of taste.
The Young Lord—Better than average western.

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ESTIMATES

OF TV PROGRAMS

FOR CHILDREN



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This new department of the *National Parent-Teacher*, to make its first appearance in the September issue, will bring to the parents of American children—and the American family as a whole—a sound, reliable, and interesting digest of current TV offerings. These will be listed and evaluated by an experienced group of viewers.

The importance of such service is obvious. TV is now part of our lives, and no parent can afford to ignore its influence upon the young. In conducting this service the *National Parent-Teacher* will have the dependable counsel of a committee of experts including Frances Horwich (Miss Frances of *Ding Dong School*) and Paul Witty, director of the psychoeducational clinic at Northwestern University.

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